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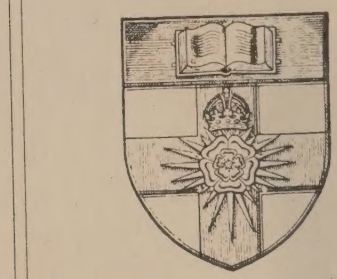

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REPORTS

FROM

COMMISSIONERS, INSPECTORS,

AND OTHERS:

FORTY-SEVEN VOLUMES.

— *(31.)* —

SECONDARY EDUCATION—*continued.*

SESSION 1.—5 *February* 1895——6 *July* 1895.
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SECONDARY EDUCATION—*continued.*

[c. 7862–I.] Minutes of Evidence. Vol. II. p. 1

ROYAL COMMISSION ON SECONDARY EDUCATION.

VOL. II.

MINUTES OF EVIDENCE

TAKEN BEFORE THE

ROYAL COMMISSION ON SECONDARY EDUCATION.

Presented to both Houses of Parliament by Command of Her Majesty.

LONDON:
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1895.

[C.—7862.–I.]

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ROYAL COMMISSION ON SECONDARY EDUCATION.

MINUTES OF EVIDENCE

TAKEN BEFORE

THE ROYAL COMMISSION ON SECONDARY EDUCATION.

FIRST DAY.

At No. 6, Old Palace Yard, S.W., Tuesday, 24th April 1894.

PRESENT:

THE RIGHT HON. JAMES BRYCE, M.P., IN THE CHAIR.

The Right Hon. Sir J. T. HIBBERT, K.C.B., M.P.
Sir HENRY E. ROSCOE, M.P.
The Very Rev. THE DEAN OF MANCHESTER, D.D.
The Rev. A. M. FAIRBAIRN, D.D.
Mr. RICHARD C. JEBB, M.P.
Mr. RICHARD WORMELL, D.Sc.
Mr. HENRY HOBHOUSE, M.P.
Mr. M. E. SADLER.
Mr. H. LLEWELLYN SMITH.
Mr. GEORGE J. COCKBURN.
Mr. JAMES H. YOXALL.
The Lady FREDERICK CAVENDISH.
Mrs. HENRY SIDGWICK.

The Hon. WILLIAM N. BRUCE, *Secretary.*

Sir GEORGE YOUNG, Bart., called in and examined.

1. (*Chairman.*) You have been one of the Charity Commissioners since 1882, I think? — I have since 1882 been one of the Charity Commissioners under the provisions of the Endowed Schools Acts, and my principal work has been the charge of a district comprising, roughly speaking, half England, that is to say, the north and north-west half of England; and in connexion with Wales, I have had charge of the administration of the Welsh Intermediate Education Act.

2. Your part of the Charity Commission work has been the educational side, I understand?—Entirely, except in so far as at the Board all the Commissioners discuss and express their opinion equally upon all points which are brought to them.

3. And therefore, in respect to the Charity Commission, the points upon which you wish to give evidence to us will be those relating chiefly to the Endowed Schools Acts?—Yes.

4. And the light that you have obtained in that way with regard to the question of Secondary Education generally?—Yes.

5. And the constitution of the authorities that ought to control it?—I shall have something to say on that subject also.

LOCAL ORGANISING AUTHORITIES.

6. Perhaps you will indicate to us what your view is as to the controlling authorities?—If I may be allowed, I would draw a distinction between the authorities which appear necessary to be constituted, in the first place, for the purpose of the first organisation or covering of the ground with schools, and in the second place for the purpose of administration or control of the schools when founded. Taking the first of these divisions, I have to refer to the working of the Welsh Act. There we had to cover the ground with schools. Something like 90 schools will be founded in Wales under the provisions of that Act; and we have had constituted three separate authorities for the purpose. There have been the joint education committees, one for each county and county borough, local bodies with sole power to initiate schemes and proposals for schemes.

7. (*Sir John Hibbert.*) You said one for each county and county borough; is that inclusive of county boroughs?—Yes, one for each county borough and one for each county. Secondly, there was the Charity Commission, especially on its educational side, to guide their deliberations, to draft the schemes, and with power where necessary to modify them. Thirdly, there was the Vice-President of the Education Department as Minister responsible to Parliament for what was done. These agencies have in three years practically broken the back of the work. The Carnarvonshire Joint Education Committee, which led the way in sending up proposals for a scheme, had the good fortune to be presided over by Mr. Acland, and a skeleton form of proposals drafted under his direction, with assistance from the Charity Commission, was adopted by other counties. A conference was also arranged whereon all the joint education committees were represented, which held seven sessions, discussed all the more important difficulties, and settled many useful arrangements. In particular it was to this conference that the existence of a central board for Wales, to which I shall refer when I come to my second subject, namely, the bodies to deal with the administration and control of schools, was due. The central board was decided on, and its constitution and functions settled by a scheme, proposals for which were accepted by the Charity Commissioners as a joint-scheme from all the 16 counties and county boroughs. That has now been submitted, and will, I hope, shortly pass into law. The conclusion which first strikes me, in reflecting upon this work, is the speed, comparative certainty, thoroughness, and, upon the whole, the acceptance with which the work was done as compared with the work which I have to superintend in England, more especially of recent years. I ascribe that to various causes, of which I may mention, first, that there was plenty of money in Wales, because, besides the endowments, which in Wales are very small, there was the county rate, which was the foundation of the Act, the Treasury grant putting down halfpenny for halfpenny upon the county rate, and, what was much more to the purpose, because it was a much larger sum, the local taxation grants, under the Customs and Excise Act, which came in a year after the Welsh Act was passed, and put an entirely new face upon the work. There was also a good deal of educational enthusiasm, of which the subscriptions and offers of sites are sufficient evidence. But further, and more important from the present point of view, there was the local agency in concert with which the Charity Commissioners could work in drafting, arranging, and establishing the schemes. The joint educational committee, founded upon a county basis, consisted of five members, three appointed by the county councils, and two by the Lord President, it being proposed that the Lord President should utilize the educational experience which was to be found in the staff of the university colleges of Wales wherever practicable.

Now, the qualifications required in an agency for covering the ground with schools may be classified, I suppose, somewhat in this way. We require in the first place experience of educational problems; in the second place, what is by no means of less importance, knowledge of, and credit in the localities which are to be dealt with; thirdly, competence to deal with legal questions; and fourthly I may perhaps

put respect for continuity of tradition in existing institutions, and special care to respect the opinions of private persons (I mean the parents), who, as was laid down in the Report of the Schools Inquiry Commission of 1868 at page 76, must be considered, and care should be taken that they are considered, in making schemes. This, I take it, points to the necessity of having for such work a local organising committee and a central agency; both seem necessary.

Assuming that this will be the view generally taken, questions then arise as to the local organising committees. In the first place what area should be dealt with by each committee? In Wales we had the county or county borough. This selection was due to the original financial basis of the Act, namely, the halfpenny rate. Some inconvenience was caused by treating general endowments upon the county basis.

8. (*Chairman.*) What do you mean by general endowments?—Endowments which are not limited to the county, for instance, say, the endowment known as Betton's Charity. We have had considerable difficulty in making a scheme for that, which, I am happy to say, has been surmounted. Another case of difficulty which arose was in connexion with the great endowment in Monmouthshire, known as the Jones' Schools. The general idea up to the time of the passing of the Act was that when Monmouth had been sufficiently provided with funds for a first-rate school, and for all the schools that could properly be placed in so small a town, the vast residue of the endowment would be available for education elsewhere; and that no doubt will be the case; but it will be entirely limited to the county, because, under the provisions of the Act, the Commissioners did not consider that they had jurisdiction to regard the endowment as "applied" elsewhere than in the county, and it was therefore treated as entirely subject to the jurisdiction of the Monmouthshire Committee.

9. (*Mr. Hobhouse.*) Monmouth is not a county borough; it is part of the county of Monmouthshire for administration purposes?—No, it is not a county borough. The county boroughs in Wales are Cardiff, Swansea, and Newport, which last was made a county borough while the scheme for Monmouthshire was in process of arrangement, which caused some delay and difficulty.

10. (*Chairman.*) What was the area over which this endowment was applicable, to which you have referred?—It was applicable only to the school at Monmouth; but it was quite clear that the funds could not be beneficially applied to any single purpose, such as that school, however important it might be made; and, in fact, other schools, two in particular, have already been carved out of it.

11. (*Dean of Manchester.*) Was that endowment intended by the foundation to apply to Monmouth only?—It was by foundation intended for a free grammar school.

12. For Monmouth?—Not especially left for Monmouth. Under early statutes the county of Monmouthshire was mentioned in the second place as, with the town, entitled to some special benefit from the funds. Under the Chancery scheme, which was made within the memory of man, the second area of preference was extended to other counties bordering on Monmouth, such as Herefordshire and Gloucestershire.

13. Then it was not really restricted latterly to Monmouth?—No. It may be said, I think, in the case of a free grammar school, that the benefits are not restricted to counties as a rule; I hardly know of a case where the whole benefit of an old foundation free grammar school was intended to be restricted to a single town; I suppose never to a single county.

14. (*Chairman.*) What have you to say with regard to the basis upon which you proceeded in Wales?—There were some inconveniences (I do not say it was unworkable) which I fear would be aggravated if the county basis were absolutely adopted in England; such, for instance, as the separation of county boroughs from counties. As I have already stated,

there were but three county boroughs in Wales, of which two, Swansea and Cardiff, were large enough to constitute educational areas by themselves; yet even there there was a certain inconvenience in treating the area of the county borough separately, and dividing off from it those country districts which must look to the great centre of population as the place where their children will go to school; and in England, where there will be upwards of 60 county boards, these difficulties will be very much increased. It constantly happens, as at Bristol, that the centre of the population of the district is on the borders of two counties. In the case of Bristol, to treat the very large endowments that are there made available for education as subjects of one district of organisation and to handle the neighbouring districts of Somersetshire and Gloucestershire independently, would produce difficulties that might, I think, be avoided by constituting a special area. Then further, with regard to the small county boroughs, this difficulty will be much aggravated. Take my own county, Berkshire, for instance. If the county borough of Reading were to be treated separately, the proper handling of the neighbouring agricultural districts in Berkshire and Oxfordshire would become absolutely impracticable. The device adopted in Wales for getting over those difficulties, both in regard to the county boroughs and to bordering districts in two counties, where they had to look to one school which was obliged to be on one side or other of the border, was this: they arranged a scholarship county from which children could be sent to the school outside the district. That is a possible arrangement, but not nearly so good a one as that which gives to each district a school for its centre and to each school its proper district.

15. And that district would not necessarily lie within the boundaries of the same county?—No; for instance in Carnarvonshire there is a scholarship district intended to send children to the school of Llanrwst, in Denbighshire.

16. What conclusion do you draw from your Welsh experiences with regard to the desirable area in England?—I think it would be the preferable course if the districts could be arranged by this Commission upon a somewhat larger basis than the small counties, and embodied in a schedule to the Act. I am aware of the difficulties, but I think that the difficulties are those of organisation, and that greater educational difficulties will be averted by such an arrangement.

17. Are you prepared to illustrate that view by any suggestions as to instance where you think that grouping might be introduced?—I could give one or two instances, though you will understand that I have not worked out a schedule myself. Such a county as Lancashire would very probably be a district, I take it, by itself; at all events the southern part of Lancashire, including the manufacturing and mining districts, might be treated as a district. Whether any part of the agricultural district in the north of Lancashire should be severed from the south is perhaps a secondary question; but whether it be so or not, I am quite clear that it would be a mistake to treat Cumberland and Westmoreland and the district of Barrow-in-Furness as separate districts. They are already regarded for local purposes as one district. For instance, the large George Moore endowment for scholarships from elementary schools was arranged by those who drew up the trust to take children from the elementary schools in that district of Cumberland and Westmoreland and Barrow-in-Furness to a secondary school.

18. (*Sir John Hibbert.*) Barrow-in-Furness belongs to Lancashire; has it been cut off from Lancashire, and added to Cumberland and Westmoreland for that purpose?—Yes; it was already, I believe, cut off, geographically speaking, from Lancashire. Similarly, I think it would be a pity if the North Riding of York, or, at all events, the Cleveland district of it, were treated separately from the southern district of Durham. You will understand that I am not venturing now to lay down what the boundaries of a district should be; but there you have a district which is practically one geographically, and one for educational purposes, with the

great school at Barnard Castle which is called the North Eastern Counties School, which was established for the purpose, giving a centre to it.

19. (*Chairman.*) You mean that that district appears naturally to cohere rather with Durham than with the purely agricultural district to the south of it?—Yes.

20. (*Dean of Manchester.*) Would you not require, in such a case as that, to have power to accommodate from time to time; because, as you know, populations spring up and alter in different parts of the country?—Yes, I think that would be necessary, and quite possible.

21. (*Chairman.*) Would you not apprehend considerable difficulties from the existence of no single authority for such a new area, and the necessity of creating it; whereas in counties, after all, you have the existing county council?—You have the existing county council, but nobody, I think, proposes to make the county council in itself the authority for purposes of organisation.

22. (*Mr. Hobhouse.*) You mean, as apart from the Education Committee?—Apart from the organising committees; which might be formed as in Wales in part of county council representatives with added members, and which, whether with added members or not (and I should recommend them), would be entrusted with educational organisation.

23. (*Chairman.*) Take the case which you suggested, of the two and a quarter counties of Cumberland, Westmoreland, and the Furness region; how would you propose to constitute your educational authority for that area?—In this manner. I think that the committee should be constituted of representative members, and what I may call expert members—the representative members being a majority. I think that the representative members might be entirely appointed by the several county councils in some rough proportion to the population. There are various ways in which the expert members might be got together. It is generally, I think, advocated that they should be appointed either by the school boards, or universities, or headmasters in the district. I prefer, myself, to treat them simply as nominees, and to make a responsible Minister the source of authority in such a matter. In that respect I think that the Welsh Act was well conceived. Still there was one small point on which I would certainly advocate a variation from what we had in Wales; the number of five was too small—it led to considerable difficulties when, from various reasons (and accidents will happen), particular members were unable to attend. In one case, in the case of Radnorshire, it led to some rather undignified adventures of the committee arising from the fact that after they had started, they were upset by their own county council, who did not like their scheme; then they resigned, and another committee had to be formed. In fact there was a certain want of stability owing to the smallness of the number.

24. These Welsh counties are for the most part counties in which the population, on the average, is much smaller than that in English counties,?—That is so. At the same time, the county of Glamorgan would be a large county, even in England; and the counties of Monmouth and Carnarvon, and one or two more, are large counties.

25. But taking the average of the Welsh counties, they are smaller a good deal than the average English counties?—Yes; not that there are not many small counties in England where the same difficulties would be experienced in dealing with them as educational areas. I have already mentioned my own county, Berkshire. I think it would be better to treat it as part of an educational province with the neighbouring counties of Oxford and Buckingham.

26. (*Dean of Manchester.*) I am told that the principle in Wales was that the county council themselves appointed absolutely three members?—Not in every case three from among their own number.

27. And the remaining representation depended upon the Lord President?—Yes.

28. (*Chairman.*) Do I rightly understand that you approve of the principle that the county council should not necessarily be limited to appoint from their own number?—Certainly; but at the same time it is an unimportant point, because in nearly all cases they do.

29. Do you think it an unimportant point?—It is an unimportant point to insist that they should have power to appoint outside their number, because it would be so seldom done.

30. (*Sir John Hibbert.*) How do you get over the difficulty of finance in these new areas which you suggest—the question of rating—and also of the apportionment of the technical education money that you have?—No difficulty was found in Wales in arranging the finance as between separate districts in the counties. That being so, I cannot conceive that there would be any difficulty in making an amalgamated fund, if educational districts were constituted, out of such portions of the county funds as were assigned to those parts of the particular district which were included in each county.

31. But it would have to be assigned by the county council, would it not?—Yes.

32. And they have full control?—Yes, to that extent.

33. (*Mr. Hobhouse.*) Supposing that one county council is willing to rate for educational purposes and another is not, would there not be some difficulty in the case of a joint district arising from that?—Yes, there would, but not an insuperable one. In Wales we had no difficulty, because the rate was levied to its maximum extent by all counties.

34. (*Mr. Llewellyn Smith.*) The committees in Wales to which you refer are the temporary committees, not the permanent authority, are they not?—Yes.

35. In your suggestions referring to bodies in England, are you referring to similar temporary bodies or to permanent bodies?—I began by referring to temporary authorities who were to cover the ground with schools; but I have been led on by the questions put to me to speak of possible permanent functions of these committees, and I had better say, before going further, that I consider that if provincial authorities, or, for that matter, if county authorities, should be constituted for the purpose of exercising control and administration over the schools, it might be advisable in an English Act to form these bodies in the first instance, and to give to them, instead of a temporary committee, the power of making suggestions for the founding of schools.

36. (*Chairman.*) Do I rightly understand you to say, in other words, that you do not think it necessary to go through two stages in the matter, but that the district or provincial authority, or county authority, to be created for educational purposes, should be created from the first with a view, not only to the present provision of schools, but to the ultimate governance thereof?—I would not put it quite in those words, I would say that a committee might be created from the first with a view to organisation, and afterwards elements more suitable to a provincial authority might be added; and I would not use the words "governance of schools," because in speaking of the provincial authority I do not look to that provincial authority for governing the schools. I prefer to use the word "control." A certain amount of definite control I would assign to the provincial authority or the county authority, or to any such authority that might be formed; but only in specific matters; and for the governing of the schools, in the ordinary sense of the words, I would assign in each case to the special school a local governing body.

37. That anticipates another point which I was going to put to you. I understood you to contemplate that underneath the provincial district, or county authority, there should be local bodies for governing each school?—Yes; and I regard it as of great importance, when we come to the governing of schools, that there should be one governing body in touch with one head master; I do not mean that there should be no exceptions,—

that it is never advisable to place two schools of different kinds under one governing body in one place, because there is a certain economy in it and other advantages; but, in general, I would have one governing body and one head master working together for a school; not a governing body ruling a number of head masters, nor more than one governing body interfering with a single head master.

38. That carries us perhaps into a slightly different topic; but before we leave the question of the provincial, county, or district, authority, I should like to ask you another question with regard to the character of the representative members. I understand you to think that it is better on the whole to have, besides the representative members, some members appointed by the central educational authority, as the nominees of that authority?—Yes, as the nominees I would say of a responsible Minister.

39. And would you attach any and what restrictions to his choice; would you, for instance, confine him to persons resident in the county, or persons possessing any other qualification?—No, I would not impose by statute any such limitations. At the same time an undertaking no doubt could be given that, as, in the Welsh case, the Lord President utilised the educational experience of those who were connected with the university colleges in Wales,—similarly in this case it might be understood that the intention was to appoint persons on the spot, who were acquainted with the place, and acquainted also with educational problems.

40. The question of residence would, to some extent, settle itself, would it not, because I presume that you would add a provision, such as often appears in your schemes, that a person not attending a certain number of meetings should cease *ipso facto* to be a member?—I am thinking at present, of course, specially of the first organisation—of covering the ground with schools, which would be over and done with no doubt within the first two years or so, therefore that clause would have hardly come into operation. But with regard to the further administration and control of the schools when governed, that is so.

41. Do I rightly understand that these general suggestions with regard to the composition of the body are not intended to apply to the permanent controlling authority?—I think that they may do so, but without the limitation that I have recommended as to the members, namely, to take only some representatives of the county councils on the one side, and some nominees of a responsible Minister on the other side. I make that with special reference to the first start. I think that the body so constituted may afterwards be modified with advantage for purposes of administration and control.

42. Would you indicate what other element you would like to see on the body afterwards?—I should like to see more specially representatives of the university institutions within the district. I also attach importance to there being representatives of those who are authorities on Secondary Education, as such; but there is a certain difficulty in finding such representative members for the purpose of first organisation. A particular schoolmaster, of course, has particular interests, and moreover he is a very much tied man. He has engagements which, except during his holidays, occupy him very thoroughly. Retired head masters, again, are not a body to whom you can look always for the best representatives: they belong, as a rule, to a previous generation. In short, I believe that, so far as the first organisation is concerned, it will be better not to ask for representatives from the authorities who are engaged in Secondary Education, but to trust to nomination. Afterwards a representation may be arranged, if desired.

43. Then you are contemplating that in the first instance, if we assume that an Act is passed for the purpose, it should create a body with temporary functions, and temporary powers, and that thereafter a permanent body, but not necessarily created upon the same lines, should be substituted?—That would be one way; or, better still, the one body might be allowed to develop into the other by a process of self amendment.

44. Then you said something about university institutions; what do you mean to cover by that term?—All the university institutions of the country, including university colleges, which are gradually covering the country more or less with centres of higher education. A thing that I should look forward to would be that each one of these educational provinces, if they could be formed, should sooner or later have a university of its own, that is to say, a graduating body in its midst. That would only be if they were large areas. If the areas were made small for administrative reasons, it would not be possible to contemplate a university institution in each one.

45. But you would not contemplate a degree-granting institution in such an area as you indicated, Cumberland, Westmoreland, and Furness?—No.

46. (*Dean of Manchester.*) Is there any objection to having the body in the first instance *ad hoc* just as well as afterwards? Have you really any strong objections to take it the other way about, that is to say, having the initiative body, so to speak, and the permanent body one and the same? Would it not save a great deal of trouble? *Apropos* of that, may I ask one question upon a point, as to which I made a note as you went along. Was it found in Wales, for instance, that these people, who were purely county council people, took up the matter in the way in which you expected they would, or were you disappointed at all? Would they not have been stronger if there had been a certain number of other representatives? Happily there is so much interest in education, especially Secondary Education, that there are a great many bodies who might be represented. Do not you think that they might have representation from the first? Why should there be first this temporary body and afterwards the permanent body?—It is not necessary that they should be different, but there are some advantages in it. For the purposes of organisation you want a rather different sort of body from that which is best suited for administration or control.

47. Speaking of the Charity Commissioners and the Minister, under whom, I should have thought from the first, it should be put, have you thought that under their guidance the organisation would have been quite as safe?—You will understand that I do not lay stress upon their being different, provided that there is a certain amount of flexibility; provided that we do not attempt at the first start, before we have acquired experience as to the best elements to introduce, to give a stereotyped form to these councils.

48. (*Chairman.*) There is one point that you have only just touched upon in passing, that is to say, whether on these representative authorities there should be any representatives of the teachers, *quâ* teachers; will you give us your views on that point?—I think that it is desirable for the purposes of administration, but not so desirable for the purposes of first organisation. The representation of teachers, *quâ* teachers, leads to this difficulty, that in the first organisation, planting schools where schools ought to be, no teacher is without special interests of his own which, to a certain extent, interfere with his acting in a representative capacity for the county or district.

49. Then that would be one of the points which would lead you to consider that the body first created and the body ultimately to rule should not be necessarily the same?—Quite so. I would say, not necessarily, and perhaps, it would be better that they should not be the same.

50. Would you retain in the permanent body any nominees of the central authority in London?—No; that is another change that I would make when the organising body became the administrative body. In that case, in place of the first nominees by the Lord President or Minister in charge, I would substitute members co-opted absolutely by the body itself.

51. (*Mr. Hobhouse.*) What is the position of affairs in Wales when the organisation stage is over; does the joint education committee continue

to exist, or is it *functus officio*?—When a scheme which constitutes the county organisation—the county scheme—becomes law, the joint education committee still continues to exist as long as the Act is in operation, and the Act will expire when it is left out of the Expiring Laws Continuance Act, the original three years having already expired.

52. What are the functions of the Joint Education Committee when the organisation scheme is once passed?—To initiate schemes for endowments which may not have been included in the county scheme.

53. But not to control and administer schools when they are at work?—In no respect.

54. Then they are essentially a temporary body?—Yes. Supposing it were thought desirable this year to terminate the action of the Welsh Intermediate Education Act, those committees would pass out of existence.

55. And the permanent bodies are the county governing bodies?—The permanent bodies are the county governing bodies, the local bodies, one for each school, and the central board which looks after examination and inspection.

56. Then in future in Wales you will have a large central or provincial board for examinations and inspection, and you will have in each county a governing body, of whom, I think, the majority are appointed by the county councils themselves?—Yes.

57. And under them you will have district boards also, I think, with a majority of representative governors, whose function it is to manage separate schools in the district?—Yes.

58. That would be the permanent position of affairs in Wales?—Yes; and I would observe upon that, that I think it is an excess of machinery. I do not myself see that it was necessary to have a county governing body and also a local body to govern the schools. If one of these wheels in the machine could have been dispensed with, I should have been better satisfied.

59. The central board was a subsequent growth, was it not; it was not contemplated by the Act?—It was not in terms contemplated in the Act, although it was certainly not excluded. It appears to me that the county body is the one which could best have been spared; at the same time there are certain functions which the county governing body will perform with advantage. They might be performed by the provincial board, but not so well. Those are, the administration of the scholarship funds, in so far as they have to be administered apart from the particular schools; the division of funds between the separate districts; and others.

60. But of course in one point of view the county body can least be dispensed with, because the foundation of all this system is the rating powers, and the contribution from the local taxation funds, which are county funds?—The county council may of course divide the educational funds between the districts, but when they are divided between the districts, there is no necessity for a county body to govern schools.

61. Is the rating made permanent by your scheme?—It is.

62. Then no annual rates have to be levied?—The rating, I take it, is now law in Wales.

63. Permanent law?—The vote of the county council makes it a permanent matter; and similarly as regards the grants under the Local Taxation Act,—they have been, once for all, made an educational endowment.

64. (*Dean of Manchester.*) Then the provincial board, as I understand it, would be the board that would have the disposition of all these rates, the county board would drop out and you would have a local body governing the whole of it?—Not quite so. I think that the county council, although not an educational governing body, might do the dividing of the money, and appoint a committee to look after the scholarships.

65. (*Sir John Hibbert.*) Must not the county council levy the rate each year?—Certainly they must levy the rate each year; and not merely so, but they could divide the rate between the districts, and have full control to that extent.

66. (*Chairman.*) In what sense do you mean that the rate has become permanent; do you mean that the power of the county council to diminish the rate is at an end?—Yes.

67. (*Mr. Cockburn.*) Having once decided to introduce the rate, they may never go back?—I believe so.

68. (*Mr. Hobhouse.*) Inasmuch as it was a permanent endowment which nothing but an Act of Parliament can alter?—Yes.

69. (*Chairman.*) Can they increase it?—They have no power to do that under the Act, since they have already voted the maximum.

70. But it may be altered by an amending scheme?—Yes; they may amend so as to diminish the amount, but for that purpose they would have to convince the central authority that the money was wasted.

71. Granting that, still it is a possibility?—Yes.

72. (*Mr. Hobhouse.*) What is the composition of this central board, the provincial authority?—It is composed of representatives of the county councils, and of the county governing bodies, which again are composed in the majority of representatives of the county councils, to an extent of nearly two-thirds. Then there is ample representation given to the university institutions of Wales, and a somewhat scanty representation given to teachers in secondary and elementary schools.

73. Are there co-optative members?—I think not.

74. (*Dean of Manchester.*) Are there no school board representatives at all?—Not on the provincial board.*

75. (*Mr. Hobhouse.*) Then your ideal, I imagine, would be large provincial authorities, similar to the one for the whole of Wales, if it could be attained?—Yes.

76. You were speaking of Bristol just now. I suppose you had in your mind the union, perhaps, of large counties like Somersetshire and Gloucestershire with Bristol in order to form an educational province with a university?—Yes.

77. (*Chairman.*) What do you consider should be the relation of this provincial authority to the county boroughs lying within its area?—The borough should be a constituent of the provincial board; they should send their members, as the counties send theirs, upon some proportionate basis.

78. Do you draw a distinction between smaller county boroughs and such enormous ones as Manchester and Liverpool, for instance?—I would draw no distinction, except that in making out the schedule of districts the circumstances of the locality must be the prevailing condition. For instance, Manchester would be the centre of a district, whereas a small county borough would share probably with other county boroughs or other districts on more equal terms.

79. I should like to have your idea of the kind of constitution which you would give. Let us take Lancashire, for example. You have there a large number of county boroughs of what may be called medium size, and also two very large boroughs in Manchester and Liverpool. Would you constitute the county authority with a different kind of control over the ordinary county boroughs and over Manchester and Liverpool; and what amount of control in each case would you be disposed to give to the county authority, taking, as I understood you to take, Lancashire as being not only a county but what you call a province?—I think it quite

* It should have been added that this board will, for the most part, act by an executive committee of its own members, on which the county council and county governing body element will be in a bare majority—8 of 15.

possible that it might be found expedient to divide between Manchester and Liverpool, and to make each of them the centre of a province. If they were together they would come in on a proportionate basis with the other boroughs. The sort of control which I would give over the schools that would be founded in the district, and the sort of power which would be given to the committee to say what schools were necessary in the district, would not, I think, work invidiously; it would not work so as to place one part of the district too much under the power of another part. There would be distinct work which would have to be done from an educational point of view; in the first place, to cover the ground with schools, and in the next place, to see that the schools were efficient; but each school, again, should have its own governing body, as at present.

89. (*Sir John Hibbert.*) What did you mean when you spoke of making Manchester and Liverpool the centre of a province. Did you mean to take in a certain proportion of the district outside the two cities so as to make up the province, or did you mean that Manchester or Liverpool would become a province in itself?—I would take in all the intermediate district in such a case.

81. Do you not think that that would lead to very strong opposition and feeling on the part of the outside districts which had been swallowed up by the town?—I should protest in the strongest terms against the notion that this would amount to their being swallowed up by the town. I am no judge of what local feeling might be aroused on the one side or the other upon the matter; I am merely treating it from the point of view of what I think would be the best organisation for educational purposes.

82. Would you not have great difficulties, connected with rating and finance, in adding districts of that kind; whereas if you treat the city as a city—like Manchester or Liverpool—all those difficulties disappear at once?—Then the question arises how far you are to carry that? Is every city down to the smaller county boroughs to be allowed to treat itself as an independent county area? If so, you are involved in this difficulty; that these centres of populations must supply the greater part of the facilities for education for a considerable area round them, and by cutting them off for the purposes of organisation from the area of supply, you are not making the best organisation for educational purposes that you can make. The circumstances may be different so far as the interests of Manchester and Liverpool are concerned, because the suburbs there, I suppose, are included in the borough, and extend a considerable distance from the schools.

83. My question had reference merely to places like Manchester and Liverpool, not to the smaller county boroughs; I did not mean my question to refer to them. I presume that they would be joined with the county?—I think I should prefer that my answers should be taken, not as an attempt to lay down a logical basis to be carried on in every respect for every county and county borough, but as pointing to certain general conclusions that might be worked out; and these conclusions are that the areas, for the purposes of first organisation, should be in general larger than those of a small county; that they should be constructed for the purpose, and should not depend upon the existing divisions of counties and county boroughs, and that when you come to administration, the permanent element in the system, you should preserve a separate governing body for each school, and have, for the purposes of control, a district authority ranging over a considerable extent of country; and the larger the districts are the better I should be pleased.

84. But with reference to a remark you made, which rather applied to the question with respect to Cumberland, Westmoreland, and Barrow-in-Furness, do you not think it is likely that if the district round Barrow-in-Furness or that part of Lancashire were added to Cumberland and Westmoreland there would be very strong objection on the part of the people living in that district to be separated from their own county

and lose the advantage and benefits of their own county in order to be added to two small counties. Would not local feeling come in very strongly?—I am not sure that I understand in what respect you think they would lose on the one hand or gain on the other.

85. (*Chairman.*) You conceive that their own county would allocate to them a share of its rates and grant, proportionate to the rateable value of the area thus separated from the rest of the county?—Yes, or population.

86. (*Sir John Hibbert.*) Presuming that that was the case, would not their being attached to two small counties be less advantageous to them than being attached to their own larger county, which has so much greater advantages to give them?—No, I conceive that they would not be in any respect disadvantaged by it.

87. Take the case of scholarships and exhibitions which are now divided by the county council of Lancashire, which spends 7,000*l.* a year in that way; if they were added to two small counties like Cumberland and Westmoreland, they would lose the benefit of all those exhibitions and scholarships except such portions as were allotted to them for their own particular district?—But I do not conceive that it is any greater benefit to 20 scholars that they should go to compete with 200 for a fund of 2,000*l.*, than it is for 10 scholars to go to compete with 100 for a fund of 1,000*l.* and similarly in proportion. By and by, when I come to deal with that subject, I shall point out that I think the system of having these great Armageddons of competition, sending for children from all parts of the country and making them compete together, is a mistake; and that scholarship funds and exhibition funds should be appropriated as far as possible to institutions, and, where that is not possible, then to groups of institutions situated within reasonable limits.

88. (*Mr. Hobhouse.*) I suppose that you would admit that a great many difficulties arise in a good many parts of England which would not arise in Wales, owing to the different counties in England not being so homogeneous in their views, so alike in their educational instincts, and so generally infused with zeal for education, as was the case throughout all Wales?—I think it would be easy to over-rate those difficulties.

89. There was a remarkable agreement between the different Welsh counties, was there not?—Yes, there was; in that sense I agree; there was a certain unity of feeling which led to a desire to agree upon points of detail.

90. (*Sir Henry Roscoe.*) Does not England differ from Wales in another respect; namely, that in Wales there was a *tabula rasa*, and that it is much easier to arrange a matter where nothing exists, than it is to re-arrange for schools and institutions which exist more or less unequally diffused all over the country?—There was that element of simplicity in Wales, that the endowments were so few and far between that they became merely accidental elements in the schemes; whereas, as you suggest, over the great part of England the existence of endowments will still be a feature of the first importance in any organisation of education.

91. Have you taken that difficulty into consideration, and that difference of circumstances to which we have referred, in the recommendation which you have just been making?—Yes; that is one of the reasons, in fact, which has led me to it. It will be much more easy to deal with endowments in the system which I am recommending than if they were dealt with on the county basis.

92. For what reason?—Because the system of having a county governing body is a change in the system under which endowments are now dealt with. An endowment is taken over by the county governing body who become the governing body of the endowment, and that has been opposed even in Wales, and would be very much opposed in England. Under the system which I am recommending, where the government is entirely local, and the provincial body is limited to what I call control, that is to say, certain specific functions in connexion with schools, there is no such revolution from the point of view of endowment.

93. Has any proposal been made to hand over the existing endowments of schools to the county councils?—Yes, in Wales that has been done.

94. But you do not propose that that should be carried out in England?—I see very great difficulties in carrying it out in England. I see very great difficulties also in leaving it alone, in not carrying it out, if the county is adopted as the basis for educational organisation, because in the distribution of county grants will be a disposition to regard to some extent the fact that there are endowments which in some places even more than supply what is wanted.

95. (*Chairman.*) You had a case in Wales, I think, where there was an endowment of considerable value (I remember I once visited it) in a place where practically there were no pupils except such as come to lodge in a farmer's house in order to attend the school?—You mean the school at Ystrad Meurig. That is one circumstance, and there are others also which have led to the school being entirely omitted from the Cardiganshire scheme.

96. In what way does your scheme, as I understand it, namely, to take areas different from county areas—(the question was referred to by Sir John Hibbert as to adding Furness to Westmoreland and Cumberland)—stand in a better position with regard to endowments than any scheme in which the county areas were kept as they are at present?—If the county areas are kept as they are at present, there will be very great difficulty in organising the smaller counties owing to the existence, among other things, here and there, of large endowments.

97. (*Mr. Hobhouse.*) You wish to divert these endowments in some cases over a still wider area than was done in Wales?—No, I have said nothing at present about the diverting, or as I prefer to say, enlarging, the benefits of endowments; because I believe that the endowments will benefit all those who come to school, and it is not necessary to go into a question of that kind at this stage. But that the school should belong, as a matter of organisation, to the district which it serves, is necessary to its prosperity. How are you to do that, if you introduce the county limitation, which never has been imposed yet upon the endowed school, and so cut it off from a part of its connexion?

98. Why cannot you leave an endowed school under the direct management of the district body, even if you have a county body over it?—That, I hope, will be done in any case; but then the county body, if it is to be a governing body at all, must govern it to some extent.

99. But you drew a distinction just now between control and governing?—Yes. A provincial board can be limited to control, as in Wales; a county governing body cannot.

100. (*Dean of Manchester.*) The control is over the moneys which they get, I presume?—Control is rather by way of examination and inspection.

101. Of different schools?—Yes.

102. The different places to which they send their moneys?—The different places to which the counties send the moneys.

103. May I ask you one final question. Is it your duty to make the unit of population the consideration?—I cannot conceive any better unit to adopt. In some cases the rateable value in Wales was discussed, and it was adopted for a special purpose, by one county; but in general the unit of population was adopted everywhere.

104. (*Chairman.*) As regards Wales, do you think that one ought to have regard, in considering the results attained there, the way of inducing different counties to unite and work together, to the strength of national feeling, which binds Welshmen together, to which there is, perhaps, there at this moment no parallel in any group of counties in England?—I did not discover any great difference of feeling as between county and county in Wales from what I should expect to find in England.

105. That which has been suggested as a possible factor in the matter may, you think, be disregarded in considering what would happen in England?—There was great difficulty in inducing two counties to agree in a joint scheme, where the natural centre of the population was on the borders.

106. (*Dean of Manchester.*) *Apropos* of these provincial centres, I should like to ask whether you have not found that the "verting," as I prefer to call it, of certain endowments raises such an amount of local prejudice in favour of things being very much as they are, that you have considerable difficulty in those provincial centres as distinct from counties and localities? I have in my mind a scheme for the Moss Trust at Rochdale, where, if you remember, we determined that the advantages of that trust should be usable at any place whatever, and they were very unhappy about it until they were convinced otherwise. They were very angry, and said that scholars would go to the Manchester Grammar School. If there is that local prejudice, would there not be, *a fortiori*, this strong objection to uniting round one centre (which they might not choose to have as a centre) a great many of these advantages?—I do not think that parents living near the borders of a county have the least hesitation in sending their children to a school out of the county. I do not think that the county feeling comes home to the parents. It comes home strongly to those who look at it from the point of view of organisation, that is to say, to members of a county council; but, when you come to the parents, whom, after all, we have to consider at this stage, I do not find that they feel so strongly about it.

107. (*Dr. Fairbairn.*) I should like to ask you whether, in your opinion, the provincial board ought to be co-extensive, as it were, with the district that you would propose to terminate in the university?—In many cases it might be done, and I see an advantage in it, but the Right Honourable Chairman has already pointed out that one of the districts that I alluded to would be too small at any time ever to contemplate the foundation of a university, such as, for instance, the district of Cumberland and Westmoreland and Barrow-in-Furness.

108. Would it not be possible to have subordinate districts co-ordinated in the province. For example: the north of England, as a whole, divided into two provinces, an eastern and a western, and each co-ordinated, as it were, in what might be regarded as a western or Lancashire university, and an eastern or Yorkshire university?—The object of arranging districts is for the administration of the schools, and although there is an advantage in associating each district with a university institution, it must not be carried too far. We must not undertake additional complexity of arrangement merely for the purpose of suiting it to places where we find our university institutions. I see some objection to the system of districts and sub-districts, if that be the only reason for instituting them, arising from this complexity.

109. I thought of a gradation beginning with the local individual school, co-ordinated in the district or council, and these uniting again to constitute a third body which might be regarded as the provincial body—I should like to hear your opinion upon that point?—I am rather anxious to arrive at two bodies only; a local body to manage the school, and a provincial authority to look after the examination and inspection. I admit that the county councils will have financial functions to perform in connexion with the schools, but I do not see that as county councils there is any necessity for their exercising government or control over them in educational matters. That is intended to be the outcome of what I have said on the subject.

110. (*Mr. Cockburn.*) Do you consider that the representation of this provincial body should be on a financial basis or a population basis?—A population basis.

111. Not on financial contribution?—I think not; at the same time I do not speak with authority on a point of that kind. I merely say so because I notice that in Wales it was universally accepted.

112. You say that a council of five is too few; has it occurred to you what would be the proper number, especially with regard to throwing counties and portions of counties together?—For the purposes of its work, where the work is so voluminous and important as this is, there ought to be at least 11, and no committee of any kind ought to be more than 25.

113. (*Dean of Manchester.*) You hope, I suppose, that the people who have charge of the moneys will see the advantage of a population limit, and will give their money according to the number of the people included?—Yes. I do not see how you are to adhere to the county district for purposes of control; you must introduce some modification. Take Lincolnshire with three county councils, and Sussex with two; you could not set up three separate provincial authorities to examine and inspect in Lincolnshire. The district of Holland is smaller in area than Anglesey, the smallest county in Wales. Similarly with regard to the county boroughs. Having once diverged from the universal county basis, I think there is a great deal to be said for working out a thoroughly efficient educational system, and regarding only the nature of the work to be done. I cannot but think that if it were properly arranged and explained, there would be no jealousy on the part of the county councils of such a system.

Adjourned to to-morrow at 11 o'clock.

SECOND DAY.

At No. 6, Old Palace Yard, S.W., Wednesday, 25th April 1894.

PRESENT:

THE RIGHT HON. JAMES BRYCE, M.P., IN THE CHAIR.

The Right Hon. Sir J. T. HIBBERT, K.C.B., M.P.
Sir HENRY E. ROSCOE, M.P.
The Very Rev. THE DEAN OF MANCHESTER, D.D.
The Rev. A. M. FAIRBAIRN, D.D.
Mr. RICHARD C. JEBB, M.P.
Mr. RICHARD WORMELL, D.Sc.
Mr. HENRY HOBHOUSE, M.P.
Mr. M. E. SADLER.
Mr. H. LLEWELLYN SMITH.
Mr. GEORGE J. COCKBURN.
Mr. JAMES H. YOXALL.
The Lady FREDERICK CAVENDISH.
Mrs. BRYANT, D.Sc.
Mrs. HENRY SIDGWICK.

The HON. WILLIAM N. BRUCE, *Secretary*.

Sir GEORGE YOUNG, Bart., re-called and further examined.

114. (*Mr. Sadler.*) May I ask whether in planning out areas for the provincial authorities, which you described yesterday, you would have special regard to railway communication?—Yes, decidedly; that is a most important matter, because a convenient arrangement of the districts in respect of railways operates, of course, to enable a large number of boys to come to school as day scholars, who could otherwise only come as boarders. That is an economy and also tends to good administration.

115. That would have special reference to such a place as Reading, for example, which you mentioned yesterday, which is a railway centre for Berkshire and Oxfordshire?—Yes, but it would not have special reference to the point for which I mentioned Reading yesterday, because there is no railway at Reading that crosses the river into Oxfordshire.

116. I think you said that the ideal number of persons to sit on such a provincial board would be from 11 to 25?—I think so.

117. Supposing that half of those were nominated by the co-operating county authorities, you would propose that the minority should be nominated or appointed by some other persons or bodies?—Yes, the minority.

118. Among them I think you mentioned the school boards?—I am not sure that I mentioned the school boards, except possibly as having been suggested. I am not sure that it is of importance to represent the school boards, but I wish it to be understood that I offer no objection; I pronounce no opinion upon the subject.

119. Assuming that is was thought desirable, have you thought out any plan by which the school boards within the delimitated area might agree together to appoint representatives?—Certainly, you will find such plans not merely thought out, but enacted, in our Welsh schemes, with all the necessary detail; and also I may add, which I think of more importance, for the representation of elementary school teachers.

120. Referring to that answer, would you wish that teachers of all ranks should be represented on your provincial authority?—I would. We are now speaking, let me explain, of the provincial authority for the purposes of administration and control; of the permanent authority. For the constitution of the body charged with the first organisation, I do not think it is necessary that all these elective arrangements should be made; but there again I offer no objection if it be found expedient to place all this in the Act at first starting; only it appears to me that it is one of those matters which can best be left to be worked out by the organising committees; and that they themselves can best re-constitute themselves for the permanent work.

121. Then assuming an elective process, from what constituency would the teachers be elected. Does that involve a register?—Not necessarily; although a register is, for other reasons, desirable.

122. And might be used for such a purpose as that which you have indicated?—It might.

123. And would you have the registration comprehensive, and not confined to one rank, or excluding any rank of teachers?—I think it better to say, with regard to questions upon a register, that I do not consider myself an authority upon the subject, although I have paid some attention to it; and therefore I prefer not to give evidence on that point, upon which the Commission will no doubt have better witnesses.

124. Then on the provincial authority, would you regard it important to have women?—There is no objection that I can see to having women present on the authority.

125. Under the Welsh Commissioners' scheme I think that the presence of Assistant Commissioners from the Charity Commission has been found to be of importance; would you suggest something of that sort for England too?—Yes, I am coming to that point by and by.

126. (*Mr. Yoxall.*) Are you supposing that the proposed board for each educational province is to deal with Secondary Education alone, or to deal with Elementary Education also?—That rather takes me out of my province. My difficulty in forming an opinion upon that question is, that the second alternative appears to me to involve a modification in essential respects, if not the abolition, of the present system of school boards.

127. Might we go so far as to say that the provincial authority, whether for secondary education, or education generally, might co-ordinate and supervise the work of existing local agencies for the work of public elementary education within the province?—I am reluctant to answer that question off hand, because when one comes to a proposal for co-ordination, I am aware that it involves a good deal of complicated machinery, and my present object is to minimise machinery. The danger in work of the kind that the Commission is engaged in is in setting up too much machinery. I do not see my way as to that.

128. But you see no strong objection to that in principle, at any rate?—I should prefer to abide by my previous answer.

129. Why are ministerial nominees considered by you better for the purpose than representatives from the provincial authorities made by the local educational public bodies, or by associations of teachers?—I think that the election of experts, either by constituencies formed for the purpose, or as limited to a particular class of candidates, is uncertain in its operation, and does not tend to secure the best men. We have found the selection by the Lord President to work well in Wales, and I should prefer it in England.

130. But, as a matter of fact, in Wales now the teachers are directly represented by elected candidates from their own body, are they not?—You are speaking of the permanent body; I am speaking of the temporary body for first organisation. I think I have already explained that representatives of the various classes will be necessary in the permanent body, and that if the suggestion is adopted of having one body for the two kinds of work, it must be adopted with the condition either that representation must be from the first introduced into the organising committee, or (which I should prefer) that the organising committee, amongst its duties, should have that of developing itself into a more perfectly representative body.

131. Then your suggestion for ministerial nominees refers distinctly and only to the temporary organising body?—Yes, that is so, and I have already said that for ministerial nominees I would substitute co-optatives in the permanent body.

132. (*Sir John Hibbert.*) I think you wish now to speak with respect to the central agency that will be necessary. Will you state your views upon that point to the Commission?—Upon this head I should wish to refer to the experience which we have gained in Wales. There the joint education committees took the formal initiative in proposals for schemes. They had the power of drafting the schemes themselves, but in no case did they avail themselves of that power; they preferred to send proposals to the Charity Commissioners. The Charity Commissioners had power to amend these proposals in drafting the schemes. In case their amendments were not accepted by the committee, the schemes of both were submitted together to the Minister. And this plan, I wish to say, appears to me to have worked very well; it raised in the most definite form all the few points upon which agreement could not be obtained, and it ensured agreement upon a number of points where proceeding in a different manner would very likely have caused unnecessary discrepancies. But its success was very largely due to the provision that an Assistant Commissioner from the Charity Commission should be present at the meetings of the joint education committee.

133. Was it the case that an Assistant Commissioner was generally present?—Yes, at all important meetings; at all meetings where real work was done towards the framing of the proposals. And I should like to be allowed to say in this connexion that I trust that in any future arrangement which may be made, the qualifications of the existing staff of Assistant Commissioners at the Charity Commission for this work will not be overlooked. They are able men, possessed of large experience of the localities which they have visited, and also of the law and of educational questions; and I consider that the service that they might do in

assisting the local committees can hardly be over-rated. This, of course, would involve, if they are to be present at the meetings of all the committees, that the number of committees should be kept down as far as possible. It would clearly be impossible for a small staff of Assistant Commissioners to attend the meetings at the same time of upwards a hundred committees.

134. Would not that necessity which you have just stated lead to the necessity for appointing additional Assistant Commissioners also?—No doubt, if it were necessary for the Assistant Commissioners to attend at so many meetings as I indicated, the existing staff would not be strong enough; but I may point out that the appointment of new Assistant Commissioners for the purpose would not be the appointment of experienced men, and that new men would have to acquire their experience, just as the local committees would.

135. Do you look upon the usefulness of the Assistant Commissioners as that of a person to direct, or merely to assist?—To advise. Advice in matters of detail often comes very near to the same thing in effect as direction; because when one person has been over the ground before, and the others have not, they are willing to defer to the man of the greatest experience amongst them. But the importance of the arrangement is that no authority is vested in the Assistant Commissioner; all that he says comes merely in the character of advice, and in that character it is more acceptable, and produces a better result in the end.

136. (*Dean of Manchester.*) I suppose the Assistant Commissioners have already visited all these places?—Yes; the Assistant Commissioners are our travelling members.

137. (*Sir John Hibbert.*) I should like to ask whether any friction has in any case arisen between the Assistant Commissioners and the committees?—I think I can answer with confidence that such friction was practically non-existent. When you speak of the Assistant Commissioners, as you are aware, Wales being within the powers of a single person, there was, in fact, only one Assistant Commissioner employed.

138. Therefore, from what you have stated with respect to a central agency in Wales, I presume it is your opinion that a central agency for the rest of the kingdom would be required?—I think we must contemplate a central agency, most certainly in respect of the first organisation, and I should prefer to deal with the two questions separately, as to first organisation, and subsequent administration. With regard to this first question, that of first organisation, the reason is, that without a central agency you would have disorganisation in some respects rather than organisation. For instance, boarding schools are institutions that have no absolute local limits to their work. The question of interference with the "open market" for teaching, and the problem of private schools, must surely be dealt with upon some general principle; and, finally, questions dealing with endowments, that is, all existing institutions which may be said to have a traditional value, and which are not the property exclusively of a single generation, but also of those who are to come after them, seem to call for supervision of no less authoritative a character than that which represents the whole nation.

139. To go into detail, what kind of supervision do you suggest, for instance, with respect to the boarding schools?—Appealing to the experience which we have gained in Wales, I would say that in general the proposals of the local bodies for founding new schools ought to be submitted to a central agency, upon which the Government of the day is represented. For instance where it might be desired to set up boarding schools too near together, there an objection would be raised; or where it might be desired not to arrange the fees as between tuition and boarding upon an approved scale, there an objection might be raised; discussion would ensue, and if absolute agreement could not be arrived at, it might be necessary in some instances (though I hope they would be very few) for a different line to be taken in such respects from that which the local body proposed.

140. Do you go so far as to say that no person should be allowed to establish a boarding school, or that no persons should be allowed jointly to establish a boarding school, without the permission of the central authority?—Certainly not; that no private persons should be allowed to establish a boarding school without the permission of the central authority.

141. I mean no combination of private persons?—I am speaking simply of public schools to be aided from public funds.

142. (*Lady Frederick Cavendish.*) How would the others have any chance of getting on at all?—That is a very important and large question, which I propose, if permitted, to treat at some length at a later part of my examination.

143. (*Sir John Hibbert.*) What other reason is there why in your opinion a central agency is required?—In the next place, questions of educational organisation are of such importance, and so much interest is taken in them, that I cannot doubt that Parliament will exercise very considerable watchfulness over what is done; and I do not see how, under the arrangements of our constitutional Government, the action of Parliament and the action of the local body are to be properly harmonised without the intervention of a responsible Minister, and an office in London. For that reason also, I take it that a central agency will be necessary.

144. (*Sir Henry Roscoe.*) When you speak of an office, do you include a council?—Not necessarily.

145. Have you considered the question whether it is advisable to have an educational council to assist the Minister in those matters, such as the Indian Council?—I have; but I have no very strong opinion upon the subject. I see the necessity for a responsible Minister, and an office with permanent officials; I am not sure as to the further point that is put to me.

146. (*Sir John Hibbert.*) But would not your suggestions lead to the necessity of having something like a hard and fast code of rules and regulations, something like the code which affects the present elementary educational system?—That is a danger which will have to be guarded against; but I think it might be guarded against.

147. (*Dean of Manchester.*) Would not that come in in the administration?—Yes.

148. (*Dr. Fairbairn.*) Is not the constitution of this central agency as a constitutive agency rather than an administrative agency a question of some consequence?—Upon that I would only say that the present agency, which is the educational side of the Charity Commission, of which I am at present a member, is there, and, as in Wales, can carry through the work; but I should prefer to see it strengthened for the work in England.

149. What are the several elements which you would bring in to an ideal central agency. There is here the Charity Commission, the visiting Assistant Commissioner, and the responsible Minister apparently in the Welsh case?—Yes, those three elements are all of importance. The change that I wish to see introduced is not either in the abolition of those three elements, or in the addition necessarily to them of any fourth element, but in the drawing closer of the relations, more especially between the responsible Minister and the Commissioners or Board, who will have the superintendence of the organisation of Secondary Education, and to some extent the strengthening of that Board or Committee, either by additions to their number, or by giving them some further power.

150. (*Sir John Hibbert.*) Then, as I understand, you think that the central agency should be separated from the Charity Commissioners?—I do. I think that the work would be better done if the central agency, for the purposes of organisation, were detached from the Charity Commission. I am quite aware that there were strong arguments for a transfer of the work from the Endowed Schools Commissioners at the time; but I think that those arguments are not conclusive. The endowments will no longer be the sole, or, even in England, the principal, financial basis of

organisation. The information which resides at the Charity Commission can certainly, by proper arrangements, be supplied to the new agency. And with regard to the objection, which I have heard urged more especially, that the Charity Commissioners must continue to have something to do with endowments, and that to separate the agency for dealing with endowments from them would cause a duplication of agencies, I think I shall be able to show that it is possible to effect a separation between the work that is done in schemes of an educational sort, from the work which more properly comes within the sphere of the Charity Commission; and that by a simple arrangement, for which there are precedents, it would be possible to dissociate the work of organising Secondary Education from those eleemosynary associations which properly belong to the Charity Commission. I believe that a good deal of desire is felt in the country that in any central agency that may be established some such change as this may be effected; and I think it can be done. In the next place, there is an important matter to be considered in the pressure that has of late been put upon the Charity Commission, on the part of the Treasury, to give up the extra members, and to reduce their numbers to the old arrangement of three. If that is thought important for public purposes, it is quite clear that the work cannot be done at the Charity Commission; the three existing permanent Commissioners cannot possibly add to their present labours the work of superintending the organisation of Secondary Education in England.

151. Then do you contemplate that the central agency, such as you have suggested, would be able to do all the work required of it both for England and Wales?—The present agency, which is comparatively weak, has been able, I trust, satisfactorily to do the work for Wales within three years.

152. But Wales is very small in comparison with England?—No doubt it is so; but in England I may add, more of the work will be done for us in the country, because there is a larger area of expert persons who are well cognisant of educational questions, and of their proper solutions, to draw from in forming committees. But that the work will be arduous, and will take some time, there is no question, and for that reason I have already said that I should like to see the agency in London strengthened for dealing with it. At the same time it must be remembered that I am not speaking of a central agency doing the work of organisation, but only of its supervising, and in very occasional instances checking, the work which will be done in the country.

153. I suppose you are quite aware that on that question of a central agency there is in the country a very strong feeling in favour of decentralisation rather than of centralisation—devolution in fact?—Yes. The latest instance of that which has been brought to my notice, was in the work in Wales; where the joint educational committees objected strongly to the supervision of their schools being placed under the Education Department, as a highly centralised office, and advocated the Charity Commission on the other hand, as an office where the value of decentralisation was understood.

154. Of course you would agree that in any suggestions that we had to make it would be desirable, as far as possible, to fall in with the tendency of public opinion, rather than to go against it?—Upon these questions of organisation it is undoubtedly the function of the Commission rather to lead than to follow public opinion; but I do not deny that there is a great advantage in being able to follow what is understood to be the prevailing opinion. I am not able to say of my own experience that I can detect any such prevailing voice of public opinion in the country upon these rather intricate questions.

155. I think it is to be gathered from the public opinion in Parliament, is it not?—Of that I am hardly so good a judge as yourself.

156. (*Mrs. Bryant.*) There is a strong public feeling among the teachers, that the control of the Charity Commissioners, which is of a decentralising

character, is very preferable to the control of the Education Department, which is centralising. I should like to ask you whether you have become aware of that fact?—I have become acquainted with that fact through my connexion with the Teachers' Guild, and in the course of constant communication with teachers.

157. (*Lady Frederick Cavendish.*) When you said that the teachers were strongly against centralisation, in what direction do you mean?—The teachers would prefer the control of an office formed upon the lines of the Charity Commission to the control of an office formed upon the present lines of the Education Department.

158. (*Dr. Fairbairn.*) Would not the Charity Commission, doing the work in some degree of the Education Department, become a centralised body?—Not if it were properly constructed.

159. (*Mrs. Bryant.*) I would like to elicit your opinion a little further on the point raised by Mr. Sadler—it is going back a little—about the representation of women on these bodies. You said, as I understood, that there would not be any objection to women being represented on the local organisation bodies, nor, I presume, on any other organisation; but I should like to know whether it is your opinion that they ought to be represented on them?—I would leave it entirely open. There are two ways in which the services of women can be employed on governing bodies, and both have their advocates. I have not been able to form any decided opinion as to which is the better way. The plan which is usually followed is to place a representation of women upon all governing bodies where it seems likely that their presence would be useful; the other is, that under the governing bodies there should be, in the case of girls' schools, an advising committee of ladies—that has sometimes been adopted; but the first is that which we have usually preferred.

160. That is to say, leaving it open to the organising committees?—Leaving it open to the electing bodies to appoint women in all cases where they please, and in no case to exclude them either from the representative or from the nominated or co-optative places on the body; but we have not generally favoured placing restriction upon the choice of those to whom the choice is committed.

161. (*Mr. Cockburn.*) I would like to ask you whether by the central agency you mean the construction of a new education office entirely, in addition to the existing machinery; namely, the Lord President, the Vice-President, and the Council, as existing to-day?—What I have looked forward to is, the constitution of an Education Office which, as distinct from the present Education Department, should have a Department concerning itself, in so far as it is desirable that a central office should concern itself, with Secondary Education. I think that there is an advantage in bringing the two sorts of governmental work under one roof. But I am not desirous that the two should be conducted by the same staff, or upon the same lines.

162. Then what is commonly called our present Minister of Education, the Vice-President, will have for the purpose of Secondary Education another Minister of Education?—No, there would be one Minister of Education performing both functions; it would not be necessary to have two Ministers. Perhaps I may call attention to the fact that the Vice-President of the Committee of Council on Education does at present exercise, so far as any Minister exercises, a control, and a very considerable control too, over the schemes which are made by the Charity Commission; therefore there is nothing new in what I am proposing, except the bringing of that Minister into closer contact with the work that is to be done for Secondary Education by making him the head of the office to which the Board for this purpose will belong.

163. I understand that the Minister to-day has the Whitehall Department, if we may so call it, South Kensington, and the Charity Commission somewhat within his province?—He can hardly be said to have the Charity Commission within his province; it is only a sort of special

relation, that when a scheme has been made and settled by the Charity Commission, it goes over to the Education Department, and is there revised, and either approved or disapproved by the Minister in charge. That is a system which admits of improvement, because the Minister, coming for the first time to the consideration of a scheme, after all compromises have been effected, and all questions discussed, is not in a favourable position either to judge of details, or, if any further concessions have to be made, to judge how far they should go. The result is that there is now, and has been for the last, perhaps I may say, 12 or 15 years, a sort of second revision of schemes made by the Charity Commissioners after the stage at which, as I conceive, it would be better they should be considered to have been settled. I am not saying that that revision was not necessary under present arrangements. You cannot ask a Minister to defend a scheme in Parliament unless he has gone through it, and taken a line which commends itself to him with all the knowledge of the circumstances which is within his reach. But it would be clearly advisable that the two stages further of publication at the Charity Commission, and publication with subsequent criticism and compromise at the Education Office, should now be thrown into one.

164. (*Mr. Yoxall.*) At paragraph 72 of your proof (I refer to that paragraph because the term is defined there and not before) you speak of a secondary department of the Education Office, and I would like to ask whether you mean by a secondary department of the Education Office, a department distinct entirely from the existing departments of the Education Office?—Yes.

165. Would it be placed under the control of a special Committee of Council, if any, different from the present Committee of Council on Public Elementary Education?—The Committee of Council on Education is a name: it does not really exist.

166. But it exists as a name, and my idea was, that probably it could be made to exist as more than a name, and have inclusive and comprehensive work dealing with the whole field of public education. Would you see any objection to that?—I think I must abide by my previous answers, that I do not consider I have any arguments or experience to urge which would entitle me to express a strong opinion either in favour of or against the proposal of an educational council.

167. I would like to ask whether the Assistant Commissioners should act as permanent advisers to the local authority, or only during the organising process?—The Assistant Commissioners will be the eyes of the central authority. Their position will not be that of regular advisers to the provincial authorities, but only where the central authority intervenes; and in that case they will be the means of communication.

168. But that will be permanent?—And that will continue.

169. (*Dr. Wormell.*) I ask to be allowed to put one other question to you on the subject of the provisional committee. How long do you think it will be before the provisional committee ceases altogether in Wales?—The provisional committee, which we call the joint educational committee, has done all its work upon the general schemes, and so far as the general schemes for the counties and county boroughs are concerned, it might cease to exist this year; but it is likely that they will wish to continue in existence for some time longer, in order to make proposals for separate educational endowments which they left out of their county schemes for fear of complications. I cannot give any opinion as to how long that work will take.

170. Then considering the greater complexity of the problem in England, you would expect that those committees would be required for a longer period here; is that so?—It must depend upon how much work is given to each committee to do. I should advocate an estimate being made, on the basis of the Welsh work, such that an energetic committee could get through the work in two or three years at the outside.

171. And do you think it would be possible to allow the provisional committee to pass gradually into the permanent committee for the control of the schools, as you described it, by having nominees of the Minister to start with, and allowing their places to be filled on the representative principle as vacancies occur?—Not merely as vacancies occur, otherwise that is the plan very much as I have described it; and also, I would add, by co-optatives to a small extent.

172. One other question as to the point of the assistance rendered by the sub-Commissioners. You will remember, probably, that the Schools Inquiry Commission recommended Official District Commissioners, the functions of those Commissioners would be rather different from the functions of these sub-Commissioners of the Charity Commission, as I understand it. I want to know whether the duties that have been rendered in Wales by the sub-Commissioners could be rendered by what are described in the Report of the Schools Inquiry Commissioners as Official District Commissioners?—The present plan is very much better. It is far better that the official should not be a member of the organising committee, with power to vote, but an assessor to it. It gives him his right position, and prevents some difficulties which arise where a paid official sits at the table on equal terms with unpaid local representatives.

173. But would it not be true that the appointment of the official district commissioner with a special knowledge of the district, as a member of the committee, having control, would tend towards decentralisation?—No, I do not think so. I cannot see how the permanent presence of an official from the central office should tend to decentralisation.

174. If he is chosen for his special knowledge of the district, and he is a member of the district body?—The making him a member of the district body is merely giving him the power to vote, which is not important in this connexion. But, of course, his position and action among them entirely depend upon the central office.

175. (*Mr. Hobhouse.*) As I understand, under the Welsh Act the Charity Commissioners had no power to overrule the local authority in forming schemes, but the local authority insisted on its views; two counter schemes went before the Minister of Education?—Yes, and the Minister decided between them.

176. He decided as arbitrator between the local authority and the other central department?—Not exactly as an arbitrator, as the responsible Minister.

177. But you think it a preferable plan to that to give the one central authority who would deal with these schemes power to over rule the local authority, if necessary?—Yes, it would come to that. The schemes, would in their several stages be framed and considered as they were under the Welsh Act; but the last two stages, the stage of submission, and the stage of approval by the Education Minister, would be thrown into one. To the public it would appear to be exactly the same system; but, since the Minister would have cognisance of what was being done throughout, there would be greater speed and certainty in the arrival at a decision, and, I have no doubt, quite as much of judicial exercise of discretion as at present.

178. With no more friction between the central and the local authority than was involved in the Welsh process?—I think not, so far as I can judge.

ADMINISTRATION OF SCHOOLS.
(1.) GOVERNMENT OF SCHOOLS.

179. (*Sir John Hibbert.*) We now come to the next section of your evidence—the administration of schools. What have you to say with regard to that?—Most of what I have to say upon this subject, under the head of government of schools, has already been said in speaking of the provincial body with reference to the organisation of schools; but I would point, in this connexion, to the fact that if we are to lessen the number of bodies which in Wales deal with the schools, it must be by the omission of the intermediate body, that is to say, the county governing body. You

cannot spare the provincial body for the purpose of control, and you cannot spare the local governing body for the purpose of government in correspondence with the head master.

180. When you say that you would not place more than one school under the same governing body, do you contemplate that in a town or district where there is both a boys' school and a girls' school, you would object to those two being placed under the same governing body?—No, I consider that that is an exception; and I would add a further exception, that I see no objection, but rather the contrary, to the same governing body, in the same town, having control both of a distinctly first grade school and of a second grade school. What I rather mean is, that I do not wish to see a number of head masters, the servants of a single governing body. I think that the relation between the governing body and the head master ought to be of a single character.

181. That is, general, but with respect to the exceptions which you have just stated, it would not apply?—They would be exceptions, for these reasons: that where there is no setting off of one head master against another, that intimate relation between the head master and the governing body is not interfered with.

182. What would you suggest as the proper governing body for a locality?—I would recommend the policy which has been adopted by the Commissioners, upon the recommendation of the Schools Inquiry Commission, of having various elements, giving a majority to the representative members chosen in the locality, and adding an educational element from whatever source it can be derived; and further, enabling them in all cases to add to their number two or three co-optative members from the large class of individuals who are known to be well able to give assistance in all matters of this kind, but who are not likely to stand for popular election.

183. (*Lady Frederick Cavendish.*) Would you have members from a distance on that governing body?—I would by no means exclude them.

184. I heard the other day of a school on to the governing body of which university members were elected, and they were never known to attend; does that accord with your experience?—With regard to the university members appointed by Oxford and Cambridge, I am sorry to say that that has to some extent been the case. Two views might have been taken by the university. They might have appointed the best man connected with the university in the locality or someone resident in the university. They have generally taken the second course, with the result that it is not in all cases possible that a member has been able to attend the meetings. A remedy, of course, might easily be provided by their changing their plan, and where they found it impossible for an official of the university to go down and attend the meetings of a distant school, they might select some graduate of the university, or some one whom they know to be an expert in the neighbourhood. I do not think that this complaint is made of the nominees of what I may call by distinction the new universities, and university colleges throughout the country. I believe that they have been a very valuable element in the governing bodies of secondary schools.

185. (*Mr. Jebb.*) Is it not the case that upon the governing body of some schools a member ceases, *ipso facto*, to be a member if he does not attend?—He ceases, *ipso facto*, under all our schemes to be a member at the end of two years if he has not attended any meeting, and then an opportunity is open for the election of a new member.

186. (*Sir John Hibbert.*) Would not the non-attendance arise very much from the place where the person appointed lived; for instance, if a university representative lived at the university he probably would not travel up to London to attend?—Certainly. That is beyond doubt the reason; but I would urge that because some, possibly too many instances, of non-attendance are within the knowledge of members of the Commission, it does not follow that this plan of engaging university assistance

upon the governing bodies of schools should be lightly abandoned. It is a new thing, and the various resources that might be adopted to cure that evil of non-attendance have not all been tried.

187. (*Dean of Manchester.*) I suppose it is the *ex officio* members, whose attendance I quite agree is very bad as a rule, who would not attend, such people as the lord mayor, or mayor, for instance?—The policy of the Charity Commission has been always to favour the free appointment by a town council and not the *ex officio* appointment of the mayor. The mayor only holds office for a year, and during that year is the busiest member of the council. The same objection also applies to lords of the manor and to clerical *ex officio* governors. In all these cases, excepting in the case of a small school, where the vicar of the parish is made an *ex officio* governor (a very special case it is to be understood), we find that the attendance of *ex officio* governors is very small.

188. (*Sir John Hibbert.*) You have not said anything, with respect to the representative governors whom you suggest, as to representatives, for instance, from the school boards of the various districts?—Upon the local governing bodies of schools, the representation of members of the local school boards is most useful.

189. (*Dean of Manchester.*) Provided, I suppose, that such school boards take any cognisance whatever of the domain of Secondary Education; otherwise why should they be represented?—The importance of their presence is that there is the connexion between the endowed schools and the secondary schools to be considered, that is to say, more especially as regards the scholarships by which boys are brought from the elementary school to the secondary school. It is most important that members of the school boards should be present upon the governing body of the secondary schools, in order that they may watch how that system is working, and take care that the benefits of that are brought to the attention of those of whom they are more specially in charge.

190. (*Dr. Fairbairn.*) You speak about the new universities. It has been the custom of the London University, has it not, to appoint local residents as its representatives on the governing bodies of schools?—I am not able to answer that question.

191. In the case of the representation of the older universities, is there not an advantage in a representative being appointed who can maintain the connexion of the higher education of the school with the university?—It is most useful, in the first place, in order that the representative of the university may advise, from the point of view of an expert, the local body as to matters which they would not otherwise know; but it is also most useful, in order that the universities may gradually become aware of the very important questions in connexion with Secondary Education which are affected by their action.

192. (*Mr. Cockburn.*) I suppose that you adhere without reservation to the condition that there should be a distinct working majority of working members against co-optative members?—Yes.

193. (*Dr. Wormell.*) I should like to ask whether you think that the advantage of the representative of the school board continues if the board appoints a governor to the school who is not a member of the school board at all?—That would in the nature of the case be an exception, and where the school board take such a step, I have no doubt that it would be justified by the special circumstances of the case, and therefore I see no objection to it; it certainly should not be excluded. But I am obliged to contemplate, and have no objection to the fact, that they generally appoint members of their own body.

194. Is it the fact that they generally appoint members of their own body?—It is.

195. I only know individually of two cases in which the London School Board has appointed governors, and in both cases the governors are not members of the London School Board?—I think I may say that that is exceptional.

(2.) Provincial Control of Schools.

196. (*Chairman.*) Dealing now with the subject of control, perhaps you will say what you have to say upon that point in your own way?—The function of a controlling body, as distinct from a governing body, I conceive to be principally involved in the inspection of schools—to see that the schemes are carried out; that the buildings are in proper order and healthy, and it is an open question how far it should extend to seeing that the teaching is such as it ought to be. In the next place comes the examination of the scholars; and there are other functions, which, under the Welsh Act, have been assigned to the provincial board—such as the supply of visiting teachers, and the supply of appliances for education; and I hope there will be added, if funds can be found for it, the maintenance of a training college for teachers, or, perhaps better, of training institutions in connexion with the university colleges. With regard to the inspection of schools, it is here that the principal difference must be contemplated between secondary and elementary education. It is not the business, I conceive, of any external authority to go about to the secondary schools, and teach them how to teach their students. The necessity of variety, of giving a free hand to an able man in charge of a school, is ever present to my mind in connexion with this question of organisation. I advocate a provincial board mainly in order to prevent the necessity of the whole control being exercised in London.

197. (*Sir John Hibbert.*) Devolution, in fact, you mean?—To break, as it were, the effect of a centralising agency which would be bound, as it seems to me by the necessities of the case, to interfere to some extent in the teaching. In the first place it should be left to the localities, and since, if this is done, it would be necessary to have some control over the localities, that control should be exercised, if I may use an old illustration, in the nature of a visitatorial power. I conceive that the Education Office will have nothing to do with the schools, so long as they are well administered, but will be called in from time to time, when there is reason to think that they are going wrong.

198. (*Sir Henry Roscoe.*) How is it to be found out when they are going wrong; is it to be done by inspection, or by what means can the central authority obtain knowledge of the fact that such and such a school is going wrong?—We have had to work this out in connexion with Wales, owing to the circumstance of our being charged with the inspection, so far as inspection has to be conducted from a central point, of the new schools there. We consider that we shall be able to find out when schools are going wrong, in the first place, by the returns that they will make to us of the expense, of the numbers, and of their successes; in the next place, by the reports of the examiners which will be sent to us; and in the third place, by the occasional circuits of the Assistant Commissioner,—not every year by any means,—in order to see that things are in order, and that the schemes are observed. It will be understood that we have powers at the Charity Commission to require information upon all these points.

199. (*Dean of Manchester.*) I suppose that you do not mean exactly upon the lines of what you call visitatorial power, because a visitor usually does not come unless he is invoked; but here you would have the visitor visiting,—that is to say, the visiting body visiting?—In England hitherto we have endeavoured occasionally to visit the schools under schemes from county to county. I am not able to answer exactly whether that will be found necessary in Wales under the new system, because the work will undoubtedly be done in the first place by the inspector of the provincial board, and it is possible that no periodical visitation will be necessary from London.

200. (*Sir John Hibbert.*) About the training colleges, do I rightly understand you to say that you think that a training college for teachers is really a necessary part of a system of Secondary Education?—I may save time by saying that I do not think I am an authority upon the training of teachers, and the question whether it should be done by a training college or by arrangements in the university colleges, is one

that I am hardly competent to pronounce an opinion upon. I merely mentioned it as one of the points, which in Wales, have been referred to the provincial authority, and I think rightly.

201. (*Mr. Hobhouse.*) Did I rightly understand that in Wales the provincial board, the central board, is going to have power to send round special teachers to the various schools?—Yes; when you say that they will have power to send them, that does not mean that they will have power to send them *in invitos*.

202. But where they are wanted?—I have made a mistake. It is the county governing body which will provide these travelling teachers.

203. But at any rate, in any future system (which as you have pointed out might be simplified from the Welsh system), it would be desirable to give some local authority this power of providing special peripatetic teachers for the smaller class of schools, would it not?—I believe that will be most useful; it is one of the innovations which it is most desirable to establish.

204. And it would promote co-operation between them that could not be secured in any other way?—It will tend to the better teaching of subjects which only occupy a small portion of the time of the scholars.

205. (*Mr. Llewellyn Smith.*) Do you contemplate that the control of the provincial authority should be limited to schools which are supplied, or at all events, receive financial aid from them, or whether in any degree, and if so, what, it should extend to all schools in the district?—With regard to private schools, I conceive that it would be very desirable that they should be invited to accept, to a certain extent, the arrangements which are made for inspection and examination by the provincial authority; and that will facilitate other arrangements for their benefit to which I shall refer hereafter.

206. And also public schools which, as a matter of fact, are not financially assisted by the local authority?—There will be some schools, possibly those that are at present called by statute the Public Schools, originally nine in number, and possibly a revised list for the same purpose, which I take it will be independent of any provincial organisation. I can hardly conceive of Eton and Winchester, for instance, being brought within any special provincial organisation. In that case we might leave them entirely out of account.

207. You propose, I think, to leave it to the Central Department to decide whether a new school is necessary?—No, not to the Central Office, but to the provincial authority in the first place.

208. The provincial authority would be the judge?—The provincial authority would be the judge, subject to a revision, and to interference in extreme cases by the central authority in London. (3.) CENTRAL CONTROL OF SCHOOLS.

209. (*Chairman.*) What is your view with regard to the present position of the Charity Commission as regards its power of amending schemes in educational details?—I think that the system of proceeding by way of scheme is too cumbrous, that although it was necessary in dealing with endowments, and that in the absence of such authorities as I have advocated, arranged province by province or county by county in the localities, the control of the Charity Commission should be maintained, and that schemes which have been well considered should not be altered without their consent, yet it will be possible now to remove to an Education Office such as I have described all the educational matters now embodied in schemes, and to withdraw them from the somewhat cumbrous forms under which the Charity Commission acts. For this purpose, what I should propose is that by legislation provisions of certain kinds, describing them, should be withdrawn wholesale from the schemes, and made matter of regulation by the Education Office; I do not mean that the regulations should be in the first place drawn up by the Education Office, because, as I have already indicated, I look to the provincial boards as having an initiative in these matters, but I think that their

proposals should be the subject of revision, and should not come into operation without the consent of the Education Office. I would point as a precedent (since precedents are very valuable in dealing with Government work) to the plan which we now adopt at the Charity Commission in making schemes for elementary schools. We do not attempt, in view of the thorough way in which this work is done by the Education Department, to arrange regulations. For an elementary school we say simply that the trusts of this endowment shall be for the purposes of a public elementary school within the meaning of the Act of 1870. Similarly, in place of all these provisions which I would withdraw from the existing schemes, and in place of all similar provisions in future schemes, I should say that the trusts of this endowment shall be for the purposes of a secondary school under the provisions of the Secondary Education Act of 189–, or in whatever year it is passed. In the general case I conceive that the division might be simple, and easily effected, so as to avert collision of jurisdictions. But there are certain provinces, which I will merely specify without going into detail unless it is desired, where special provisions would become necessary. These are where a school has a special connexion with one denomination or another; and where funds are specially applied to scholarships or exhibitions for the benefits of a particular class. Those are the two principal heads, and there are other minor ones; and it would have to become a matter of consideration whether power to alter a local governing body, which is often expedient when a public body comes forward with an endowment, or a private benefactor offers a fund for a special school, should also be entrusted to the Education Office and severed from the fabric of a Charity Commission scheme.

210. I understand that a reason which leads you to make the suggestion, is that one of the questions which most excites controversy is the composition of the governing body, you think it better that any alteration in the composition of the governing body should rather be made by an office of the Government which is in direct touch with Parliament, and which, therefore, can be made more directly amenable if any controversy arises?—I believe that that is so. I believe it will tend in the end to greater harmony.

211. (*Dean of Manchester.*) I suppose you are really inverting the present order of things. Whereas the Charity Commission have been in the habit of sending down a scheme, and then people on the spot very often object, you want the provincial body to send the scheme up subject to the Education Office correcting it or approving it?—Yes. It is exactly that which has been done in Wales with the happiest results.

212. (*Chairman.*) And your view, I understand, is that the normal scheme in future should be a scheme made by the Charity Commissioners for the endowment *quâ* charity, but reserving all matters of educational provision for settlement, and re-settlement as the circumstances of the time may require, by the Education Office of the future?—That is so.

213. (*Sir John Hibbert.*) Do you not in your proposal make the Education Office the controlling authority, inasmuch as you give no appeal from their decision?—I give no appeal from the decision of the Education Office, because it is presided over by a responsible Minister. You cannot in this country go higher than that.

214. You think that that would be sufficient, because he would be open to the action of the House of Commons?—The House of Commons or the House of Lords.

215. (*Dr. Fairbairn.*) Is not this just another form of what we have before discussed in connexion with the constitution of the central authority for the organisation of schools?—If you mean the Education Office that I am now contemplating, yes; it is the same body which I had contemplated for the purposes of first organisation of schools. If any change is made, I desire that so far as the central authority is concerned, the whole change should be made at once, and I think it would be necessary in the end that some change should be made.

216. Then this Education Office has really as its function the issuing of schemes rather than the administration of actually working schools?—It will have both, so far as it is consigned to any central power to perform.

217. (*Dean of Manchester.*) In issuing schemes I thought we understood that the provincial body were to draw up the schemes, and the Central Office to approve them?—Yes.

218. The initation is not to proceed from the Central Office?—No.

GRADING OF SCHOOLS.

219. (*Chairman.*) You wish to say a few words to us, as I understand, upon the subject of what is commonly called the grading of schools, a matter on which at the Charity Commission you have of course had large experience?—The difficulty of enforcing the limitation in the education that is given in schools, of the kind which is usually called the grading of schools, is great, and is perhaps increasing. If it is desired to maintain it, there is no doubt that it must be considered in the course of an inquiry like this, and embodied in legislation. I believe it to be necessary—not perhaps so much so as it was at the time of the Report of the Schools Inquiry Commission, but still necessary. I do not find that any such great revolution has taken place in the ideas of parents with regard to the education of their children as will enable us to dispense with the limitation, for instance, which is proposed in a second grade school when it is not allowed, or not generally allowed, to teach Greek: we still find, that although in the abstract people object to the limited classical system of the old grammar schools, when it comes to a particular instance, we are met by a very great weight of opposition in favour of that system. Particular townsfolk do not like to have it said that their town school has been made a second grade school. Particular parents like their own boys, at all events, to have the chance of a classical education. And when these influences get to work they are supported by others, and it becomes difficult, and in many cases impossible, for the Charity Commissioners to make a school such as in their opinion is best suited for the larger number of the boys whom it will have to teach.

220. Is it within your recollection that a circumstance of that kind happened in the case of Bradford, where, if I remember rightly, the Endowed Schools Commissioners of that day desired to make Bradford into what is popularly called a second grade school, not teaching Greek, but ultimately yielded to the remonstrances of the people of Bradford, and especially of the Town Council?—That case is not within my recollection; but the more recent case of Wakefield I am well acquainted with, where a similar circumstance happened.

221. What is your view with regard to the course and current of public opinion as regards what is called the social character of the schools; is it within your knowledge that the objection made by some parents to the mingling of their children with those of people whom they consider to be in a lower social grade than themselves, has considerably diminished of late years?—Yes, that is so certainly; and the difficulty is less than would naturally have been supposed. In girls' schools it will no doubt continue to exist, perhaps to a larger extent than amongst boys' schools. We are now and then met with the social difficulty when, for the first time, we are proposing to introduce boys by merit from the class that attend public elementary schools into a secondary school; but I think experience has in almost every instance led the local people to see that their fears were unfounded.

222. You are not aware that that has practically been any obstacle to the adoption of the plan of the admission of promising boys from elementary schools to so-called "second grade schools"?—I believe that the anticipation in that respect of the Endowed Schools Commissioners has been fully justified by the result.

223. You mean their hopeful anticipation?—Yes.

224. (*Lady Frederick Cavendish.*) Is not that social objection much more cogent in boarding schools than in day schools?—No instances have come to my knowledge which would justify me in saying that it is; it might be supposed to be so.

225. (*Mrs. Sidgwick.*) How far do you think that the objection to turning schools into second grade schools depends upon the name? If the schools that educate up to the age of 17 were called first grade, do you think that there would then be the same objection?—That would make a very considerable difference no doubt, but I am rather afraid that if we were to change the nomenclature some unpopularity would be brought to attach to the new nomenclature in time.

226. You think that it is purely the social prejudice, in fact, that cannot be got over?—It is partly the social prejudice.

227. (*Chairman.*) What is your view then with regard to the arrangement of schools as respects the age at which boys leave them?—The Endowed Schools Commissioners divided the limits of age between first, second, and third grade schools, into boys leaving at 18 or 19, boys leaving at 15 to 17, and boys leaving below that age. We have been obliged, in carrying out the policy, to lift the limit somewhat of second grade schools, so that the general rule now is to fix the age of leaving at a regular standard of 17, with power to extend in special cases to 18.

228. That is for what is called a second grade school?—Yes. For first grade schools the limit of age is 19, 18 with power of extension to 19. The effect of that lift of the age to 17 with extension to 18 in second grade schools has not, on the whole, been bad, because the boys are still below the age at which they can hope to compete for scholarships, at the colleges at Oxford and Cambridge, and it is the influence of these competitions for scholarships at colleges at Oxford and Cambridge which has so profound an effect upon the schools.

229. You would say then that the dominant factors in that limit of time to boys staying at these schools are in the first place, the habit which has been now formed (but which as you are aware is a comparatively recent habit) of boys not going to Oxford or Cambridge till they are 18 and 19, and, secondly, the rules of the colleges according to which college scholarships are open to boys up to the age of 18 or 19?—That is entirely my opinion, to such an extent that I believe that if such regulations, as I am inclined to think would be best for secondary education, could be established at Oxford and Cambridge, we might give up the distinction of first and second grade schools altogether and confine ourselves merely to the distinction (which would be a much more popular one) of a classical school, and what the Germans call the "Real Schule."

230. Then do I take it that in view of the general educational interests of the country, apart from those special arrangements of secondary schools or universities, you consider that the older custom under which boys went to the universities earlier is better than the present practice?—That is my opinion.

231. It is a very important question, and I should like to know the reasons which have led you to that conclusion?—I think that the tendency to keep boys at school has passed beyond the limits during which, from the nature of boys, it is desirable to keep them in the same place, and that there is no sufficient reason why they should not enter upon the much more free, but at the same time guarded, life of the university at an earlier age than is now customary. If that can be done without disadvantage in a moral sense, a year is gained for the work of life, and since the competition is now great and the expenses more especially heavy upon those of limited means, the fact that the age at the older universities has been driven up is a disadvantage to the poorer classes and tends to bring about a state of things which I should sincerely deprecate, in which the richer universities of this country would become the universities of the rich and the poorer universities would become the universities of the poor.

232. Is it within your knowledge that in Scotland a very large proportion of the best students enter the university at the early ages of 15 and 16?—I have heard so. I am not intimately acquainted with the work of the Scottish universities, and I am not sure that I could draw illustrations from that quarter with advantage.

233. (*Mr. Sadler.*) Is there any evidence that you have to show that Oxford and Cambridge have become more the universities of the rich of late years?—I was speaking of a tendency and an apprehension; but I would point, as a justification of my apprehension, to the fact that the education which is demanded of those who go to Oxford and Cambridge is education which is for the most part beyond the reach of the poorer classes at the present time; they cannot afford to spend so much of their educational period in the acquirement of dead languages as is necessary for entrance at Oxford and Cambridge.

234. Those causes have been in operation for some years; is there any sign of such increased tendency which has yet shown itself?—The causes have been in operation, but not to the same extent, because there is so much more now, besides the old subjects of the Oxford and Cambridge education, which these boys have to learn.

235. (*Chairman.*) From your knowledge of the universities, would you say that the limited age fixed for college entrance scholarships has been a very important factor in inducing boys to go up later than formerly was the custom?—I have no doubt of it; and more especially is that the case with the distinguished lads from the classes of those with less means, because it is by means of these scholarships that they obtain their university education. This again affects the whole character of a school, and in particular at the Charity Commission we have constantly found ourselves unable to make the scheme which we would wish for a north country grammar school, because of the existence of a university endowment of which people said they would lose the advantage if we limited the age.

236. Assuming for the sake of argument that the universities were to alter their rules in this respect, and that students intended for the university were to go up at the age of 17 instead of 19, which is the general age, would you still consider that it would be necessary to make provision in what are called first grade schools, for the instruction of boys up to the age of 18 or 19, who were not going to the universities?—In the case of boys who were not going to the universities, I think that the cases where parents would wish to keep them at first grade schools to so late an age would be quite exceptional, and I am not at all sure that it would be desirable that they should stay.

237. How would you adapt that for instance to such things as the army entrance examinations; how would you deal with those?—No doubt the ages would have to be fitted to those which were found to be best for the army entrance examination; but after all, these regulations are variable; if the school regulations did not suit them they might be made to suit the school regulations.*

238. And I take it that boys preparing for the army entrance examination would, as a rule, desire the kind of education which you indicated by the German name of "Real Schule"?—I am not at all sure of that,—not at the present day, because the boys who are intended for the army mostly come from the upper classes, and the upper classes have not by any means ceased to desire a classical education for their sons.

239. I will put it in this way: considering that the subjects for the army are very largely scientific, and particularly the mathematical subjects, would you not consider that boys intended for the army would be apt to enter what is called the modern department?—I have heard that that is very much so now at Wellington College; but from my recollection of the time when I used to examine for the army entrance examinations, I should have said that the education encouraged by those examinations was intended to be that given generally in the great public schools,—that is to say, that the examinations strove rather to follow the schools than to lead them.

* All such examinations, indeed, all the work of the Civil Service Commission, should become the work of a Department of the Education Office.

240. (*Sir John Hibbert.*) Is it not the case that they have a separate department at Cheltenham and several other public schools now for preparing for the army?—Yes.

241. (*Chairman.*) I know that you have examined at Harrow; can you tell us whether boys intended for the army are entered at the modern school at Harrow?—I cannot. There have been some recent changes, I have heard, at Harrow.

242. Then there is another point arising under this head. In the case of boys who are going to leave school comparatively early, do you think that they had better go to a school where the education is planned for those who leave late, or to a school which is constructed on the hypothesis that the boys will leave early?—It is most important that they shall go to a school where the education is laid out in the main to suit the age at which they propose to leave. There are two bearings to this question; first, of course, as to their training, as to what they are supposed to be learning—a boy cannot be so well taught unless he is taught on a consistent plan supposed to be ending at a particular period; and secondly, there is the moral side to the question, it is most undesirable that boys should enter a school with the knowledge that they will never reach the higher forms; it takes away a large, a very large, portion of the benefit of the moral education of the lower forms; and when they arrive at the leaving age they will not have received the specially valuable training of being among the bigger boys in the school.

243. Take the case of a large school, in a large town, where there would be a considerable number of pupils, belonging both to the class who leave school at 16, and to the class who leave school at 18; would you consider it desirable that all those boys should be provided for in one school having two departments, or would you prefer to constitute separate schools for each set of boys?—I would prefer, in any case, where the fund admitted of it, to constitute two schools, rather than one school in different departments. Departments limited by age, or by fee, or by curriculum, have broken down in every school where they have been tried. Modern sides, side by side with classical sides, have been more successful, but are clearly less efficient than separate schools, because the head master cannot be equally interested in the performance of both sides. A second grade school with a first grade top, a particular class of boys who may be taught Greek with an extra fee, and who generally fall to the head master to attend to, is the third plan for getting one school to do two kinds of work; and that I deprecate more than the other two.

244. When you say that the head master cannot be equally interested in the two sides, do you mean that he will care chiefly for the prospects of distinction which the winning of a large number of scholarships by the university-going boys will bring him?—That will mostly be the case.

245. Do you conceive that the plan of holding out distinction to the head master by boys winning scholarships at the university at present works well?—It certainly works ill, and I believe that the influence of it is upon the increase, and requires checking.

246. (*Dean of Manchester.*) Is it not rather that the head master of such a school does not really know so much of what is useful on the modern side as he does on the other? I am thinking particularly of the Manchester Grammar School, where it is continually asserted that boys from elementary schools and school board schools will not go to the Manchester Grammar School but prefer going to the higher grade schools because they say that they will be taught these subjects in a better way at the higher grade schools?—Without knowing intimately the circumstances of the Manchester Grammar School, I should conclude that what is described is an attempt on the part of the first grade school to do third grade work, and that of course has its special objections. A boy from an elementary school will naturally, in the majority of cases, be going to work at an earlier age than 17 or even 16, and certainly a first grade school is not the best place for him.

247. That is not exactly what is the effect in Manchester. They go with the intention of climbing up the rungs of the ladder?—But the rungs of the ladder are not first, second, and third grade; the rungs of the ladder are elementary schools, second grade schools, and the university. That is a very common popular fallacy.

248. (*Sir John Hibbert.*) I wish to ask a question with respect to these ages. Is it really necessary to have a strict rule as to first grade and second grade schools except with reference to scholarships and exhibitions?—Yes, it is most desirable to have a limitation of the age at which the boys should be allowed to stay in the school, for the reason that if the school is specially intended to educate boys who will be leaving school at 16 or 17, and if there is no limitation, then when the school becomes successful there will be an upper class of boys to whom the head master will be tempted to devote his principal attention, and they will be the bigger boys in the school, and will give a cast to the school, and will end by influencing the whole curriculum of the school, and that in the direction in which it is especially desirable that it should not be influenced, that is to say, on the old classical lines.

249. Is not that a reason for having greater elasticity?—There is one other objection in connexion with this, and that is in connexion with the head master. Here I speak with some experience from having watched the failure of a good many schools. It is very largely due to the fact that when governing bodies have not entirely given up the idea that their school may become a distinguished classical school, although the scheme may not be a promising experiment for the purpose, they are tempted in their election to be swayed by the recommendations of the head master upon that side, and the result of that is that while no one would object to the first-rate classical scholars getting the first grade schools which are classical, second-rate classical scholars are apt to get the best second grade schools, and the struggling schools which are poor are apt to be mastered by those who can only be described as third-rate classical scholars.

250. (*Chairman.*) And who are less efficient as third-rate classical scholars than men who are not classical scholars at all, but who had devoted themselves to some other line of study, would have been?—Yes; and this is a very great discouragement to men who wish to adopt the profession of teaching, to make themselves proficient in modern subjects.

251. I understand that the Commissioners in 1869 started with the idea of having three grades of schools; is it the case that their so-called third grade school has practically disappeared?—The third grade schools, it is sometimes assumed, were an unnecessary refinement. I do not think so; but it is true that they have been crowded out. They have been crowded out between the elementary school and the ordinary second grade school. The signs of that may be noticed in the foundation of these higher grade elementary schools, which are really, in regard to the principal part of the work that they do, third grade secondary schools. Some noteworthy evidence was given before the Parliamentary Committee as to the grading of schools in Birmingham.

252. To which Committee do you refer?—The Committee of 1887.

253. On the Endowed Schools Acts?—Yes. There it was stated that it was found that the third grade school was a superfluous refinement, and the attempt to set up third grade schools by the side of second grade schools in Birmingham was abandoned, with the result that a few years afterwards the school board for Birmingham had set up, and conducted with the utmost success, a higher grade elementary school; that is to say, they have come in to take the place which the Governors of King Edward's Schools had left vacant somewhat prematurely.

254. And what has been the recent policy of your Commission with regard to what you have called third grade secondary schools?—We have not been able, although we have been desirous to do so, to found third grade secondary schools of late years, because, in the first place, the

tendency is always, if possible, to obtain a higher grade as a matter of reputation for the school, and because in the second place it was found that the elementary schools (by which I mean not merely higher grade elementary schools, but elementary schools of the ordinary type) trespassed so far upon the province of Secondary Education for the class which would otherwise be at the third grade secondary school, as to render it less likely that the school would be a success.

255. Was that in respect of the difference between the charge made at elementary schools and the fees which your schemes fixed for the so-called third grade secondary schools?—Yes. It is quite clear that where a higher grade elementary school is set up, in which are a certain number of boys over a particular district, withdrawn from the seventh standards of ordinary elementary schools, and paying the fees of an elementary school, of which the maximum is an average throughout the school of 9*d.* a week, or 1*l.* 14*s.* 6*d.* per annum, it is impossible to conduct a third grade secondary school, unless there is a large endowment employed in paying the fees, or in what is equivalent to paying the fees.

256. Speaking from recollection, what was the average fee that you fixed in a normal scheme for a third-class secondary school?—We should always have preferred to obtain at least 4*l.* a head from boys in a secondary school, even of the third grade.

257. Even from the youngest?—Yes, it is almost the minimum, unless there is a large endowment to expend (and, I note, by the way, that is not the policy of the Commissioners) upon the reduction of the fees. There are cases in England of third grade schools where the fee has been fixed at 3*l.* and 2*l.*, and one case that I know of at 1*l.* 10*s.*; but those have generally been failures—especially the last mentioned, the schools at 1*l.* 10*s.* or 2*l.*—because it was impossible to attract boys to the school without increasing the difficulty of the problem of educating them. Popularity in fact was their ruin—the boy cost more than he brought.

258. In that case I presume the endowment was not applied; the education was attempted to be given without?—Without a sufficient endowment to supplement it. Of course in those cases there was very insufficient endowment for such a purpose as that.

259. Did you fix the fee upon your idea of what was the cost of giving Secondary Education?—No, we have hardly been strong enough to carry out the principle, as we might have wished, of fixing the cost price of education in every case. It was rather an empirical rule that had to be adopted.

260. (*Dean of Manchester.*) Are you aware that a good many people are of opinion, and would it be your opinion, that really third grade schools, which you say are not a success, are part of the province of school board education, that they are rather the upper crust of elementary schools?—In view of the very great difficulty in providing for scattered populations in the manner in which the higher grade elementary schools can provide for town populations, I am not prepared to express any strong opinion on either side of that very difficult question; but I take it that from the abstract point of view of education, the line would be better drawn lower down, that the teaching of the three R's, and all that may be considered as belonging to the three R's, should be made the province of elementary education, and that the higher subjects should be separated as the province of what may be called Secondary Education.

261. Are you aware that in the case, for example, of a very large class of persons, such as clerks, even the payment of as much as 4*l.* a year which is more, as you truly said, than is charged in any higher grade elementary school, is a serious charge, especially in these days, and that therefore these people really wish (whether well or no) that they should have a chance in a system of higher elementary schools of taking their boys at any rate up to some of these higher subjects that you have spoken of at the organised science schools, which will fit them for after life?—I am aware of those difficulties—they are of our daily experience. I desire that the

subject should be treated from a somewhat larger view than it has been hitherto, because it is clear, that from the hap-hazard way in which it is now being treated, by setting up here a secondary school where the endowment is applied in the reduction of fees, and there a higher grade elementary school with a still lower scale, we are producing results which have not been thoroughly considered, more especially in stamping out private schools and individual enterprise in relation to education.

262. (*Chairman.*) May not the cause of the phenomenon that you cite be found in the fact that the conception of elementary education has altered between the year 1869 and the present year?—Yes, it was in the first place altered by the Act of 1870, when elementary education was made the common provision of all, and it has since then been further altered, because of the grievous deficiency of Secondary Education, through the pressure that was brought to bear upon the Education Department to provide that which the endowments could not provide, namely, a minimum of Secondary Education for a class that wanted something more than was given in the sixth standard.

263. Then, in your view, what ought to have been done was to make, concurrently with the passing of the Elementary Education Act of 1870, a better public provision for what is called third grade Secondary Education?—There is no doubt that the provision for third grade Secondary Education has been for many years in arrear.

264. (*Mr. Yoxall.*) I understand you to say that apart from the higher grade elementary schools there is a great deal of work of the third grade secondary schools performed in the ordinary public elementary schools—that many children whose parents would otherwise have sent them to third grade secondary schools do, as a matter of fact, send them to public elementary schools?—I do not think my knowledge of the subject entitles me to enter upon the question of how many children who are taught in the seventh and higher standards would have been, but for those standards, in secondary schools; you will understand that it would be beyond my experience. But I say, reading the Code and seeing the subjects which are taught now in ordinary public elementary schools, that there is an overlapping between the provinces of elementary schools and secondary schools.

265. In fact the public elementary schools are supplying to a great extent what might have been supplied to a large extent by third grade secondary schools?—They are dealing with the same subjects, but I do not think it can be said that they are supplying what the secondary schools would supply; the education which is given in these subjects in the elementary schools is not the same thing as can be obtained in secondary schools.

266. But they very much lessen the need for new and organic changes and developments in Secondary Education on that plan, do they not?—I cannot say that. On the contrary, new developments and changes of organisation are made necessary by the overlapping which now exists, and I do not think that an extension of the system of the higher grade elementary schools will supply the place, or even the seventh standard in the ordinary elementary schools.

267. (*Mr. Hobhouse.*) Do the remarks which you have made about third grade schools apply with equal force to country districts where there are no higher grade elementary schools?—No, not with equal force of course. The conditions are very different; but to some extent, as I have explained, the higher standards which are now cultivated in some of the country schools are introducing the same kind of problem which the institution of a higher grade elementary school produces in towns.

268. But you would admit, I suppose, that there are many country districts where third grade education is still very deficient?—Certainly.

269. (*Dean of Manchester.*) Premising, of course, which must be obvious to everybody, that town and country vary, do you think that there would

be any objection lying against the local authority, being the authority for the administration of these schools, and that with them should be left the question as to which particular class of schools, with their knowledge of their localities, this matter should be relegated to; because, after all, this is the crux of the whole matter; it is where these things dovetail into one another that our difficulty arises. It might be an ungracious thing, of course, if the country decided that this matter should be taken out of the hands of school boards and put into the hands of other people; but would it not be competent, and might it not be safe, to leave such a matter as that to those local authorities which would have the governing administration of schools?—My idea of that would be that the organising local authority should work out the problem in the first place, and that the sort of school which should be established in any given place, or the sort of aid which should be given to existing schools, should be the subject of proposals from the local authority. The division, if there is to be a division, between elementary education and Secondary Education is perhaps rather matter for general than local regulation.

270. (*Chairman.*) Following out what you have just said, would there be an advantage, for the purpose of adjusting the boundaries of elementary and Secondary Education in conjunction with the local or district authority, in having the control of secondary as well as elementary education, so far as it is central, in the hands of the Education Office?—There would be a distinct advantage in bringing the two Departments, as I conceive them, under one roof.

271. As a Charity Commissioner you have sometimes, I daresay, felt the absence of direct knowledge as to what elementary schools were doing?—I have felt it the less, because we have very good advisers at the Charity Commission, who are thoroughly well acquainted with the elementary school, but that does not supply the advantage which I contemplate securing by bringing the two Departments under one roof.

272. (*Sir John Hibbert.*) With respect to the question of our rural districts, admitting that it may be possible to supply graded schools in towns and populous places, have you considered the difficulties in supplying graded schools in rural parts of the country?—Yes. There are two difficulties, of course; the one of bringing first grade education within reach of those to whom it may fairly be given, that is to say, the great majority of those who desire first grade education for their sons and do not live in towns, but must seek it in boarding schools; and secondly, the difficulty of providing Secondary Education in any form for children of the poor.

273. And that would be the greater difficulty of the two?—Yes, that would be the greater difficulty of the two. Perhaps all that you can provide is a certain average; to lessen the disadvantages and not entirely remove them; that is the outside of what can be produced by legislation; but good arrangements may do a great deal more than those which are insufficiently considered.

274. But would it be possible even by good arrangements to provide a proper school of Secondary Education for the poorer classes except at great inconvenience in travelling? For instance, you must have a school, if you are to provide it in all parts of the country, within three or four miles from the house. How would you get over that?—You cannot, except so far as railways to some extent extend the radius, and I believe that the introduction of bicycles is likely to extend it for all schools very considerably.

275. We have to consider the matter, of course, not only as affecting the towns in England, but as affecting the large and sparse populations all over the country?—And for that reason it will be impossible to be perfectly logical either in the grading of schools or in the distribution of schools. You cannot make it equally easy for all parents to send their children to a day school, and you cannot entirely divide the boys who

will be leaving for work at the age of 14 or 15 from the boys who will be remaining at school till the age of 16 or 17 or a higher age. You must, therefore, permit schools to some extent to do two kinds of work, and you must provide resources by which the disadvantage to those who live at a greater distance from a school can to some extent be remedied.

276. You would not propose to give power to the central authority to compel the provision of schools in such districts as I have suggested, except of course in a limited manner? If you look at the question of rates you would be obliged to consider the question as affecting country districts?—As soon as you get into the region of boarding schools, and give up the idea of bringing Secondary Education within reach of the populations because they are scattered, you remove of course a great deal of the necessity for a district element in the new organisation; because there is no greater difficulty in going from one county to another to a boarding school than in going to a boarding school in the same county.

277. My question has reference more to the class of people who will not be able to send their children to a boarding school and yet might wish to have a better Secondary Education given to their children?—A large number of them must of course go without.

278. But does not that show the necessity of making your system, whatever it is, as elastic as possible so far as country districts are concerned?—Yes, of giving it considerable elasticity.

279. (*Dean of Manchester.*) Have you ever considered the alternative which suggests itself to my mind from a cognate order of things, such cheap boarding schools as would really be as cheap for a clerk to send his boy to as the Manchester Grammar School, for example, where he pays 12 guineas a year, and lives at home. Take the Woodard Schools, of which you are cognisant no doubt, which only charge 20*l.* a year for board and everything. Supposing that the rates in aid could provide scholarships for such schools as those, have you ever considered whether for great country areas the establishment of such cheap boarding schools in which subjects of instruction are admirably taught, might not be an alternative?—It is in that direction that the palliative must be found; but they will be very expensive schools. For instance, I believe it is known that the Woodard Schools are carried on so cheaply because the masters carry them on, from devotion to the cause of education on their system, at lower than the market price. I can commend to the attention of the Commission another set of schools of which very little is known, the schools of the Society of Friends, in this country. I was once favoured with a table of their fees, and they are conducted, I should say, at an even cheaper rate than the Woodard Schools, but of course I am unable to say how far private liberality and benevolence in the shape of voluntary contributions may operate to reduce the sums charged to necessitous parents.

280. (*Sir Henry Roscoe.*) Are you in favour or would you recommend any distinct proportion of secondary schools as regards population, as was done in the Report on Secondary Education of 1868. I think the number was 10 per 1,000 or 16 per 1,000, was it not?—I have nothing to add on this occasion to the very careful computations which were then made, and I doubt whether we have been placed in possession at the Charity Commission of any facts or figures which would enable us to furnish the Commission with any useful modifications of those figures. They were very carefully worked out by my colleague, Mr. Richmond, on that occasion, and we have been guided by those calculations in our work to a considerable extent.

281. And you accept them, then, provisionally as representing the state of things now?—Yes.

282. (*Mr. Sadler.*) Do the present arrangements for entrance scholarships in the great public schools, in your judgment, practically exclude any large proportion of the poorer classes from a share of the enjoyment of those endowments?—The question of entrance scholarships to so-called public

schools which have endowments to spend upon them must be taken, I suppose, as limited to Eton, Winchester, and perhaps one or two more. It is notorious that the preparatory education which is necessary for those scholarships is not within the reach of the poorer classes.

283. Then to what authority would you entrust any supervision of the conditions of those examinations?—I have never thought it necessary to contemplate an interference with the conditions of those examinations.

284. Does the same remark apply to the conditions of university scholarship examinations too?—The bearing of the two problems is entirely different. In the one case it is merely a question whether the endowment of a particular institution, such as Eton or Winchester, are properly applied; into that I am not prepared to go, unless in reply to questions. In the other case the bearing is of primary importance upon the whole field of secondary instruction, because the arrangements which are made, not by the universities but by the colleges at Oxford and Cambridge, go deeply into questions of administration and education in all the secondary schools which are giving education to boys of about 17 years of age.

285. (*Dr. Fairbairn.*) Do you think it advisable to put all Secondary Education within a restricted area under a single authority?—So far as the control of which I have spoken goes, I would put all the education within the area, which is intended for the area, under the provincial board; but the exceptions to this would be, in the first place, that I would not give the provincial board the government of the school; I would give the government in ordinary matters to the local body acting in concert with the head master; and, in the second place, that I recognise that such schools, as the nine public schools, which are national institutions rather than local, would probably be kept outside the system.

286. I want to find some means by which the Secondary Education, say of a town, could be, as it were organised or unified?—I think that means would be provided by such a system as has been shadowed out. It is contemplated all along that the schools should be co-ordinated, and that each district should in the main be sufficient to itself in regard to all the sorts of schools and kinds of education that are required.

FINANCE.

287. (*Chairman.*) Returning to the subject of finance in which we had embarked, will you give us your views further with regard to the financial arrangements that can be made for the support of Secondary Education, having regard to the variety of the sources from which that financial support now comes?—I suppose I may assume that it is intended that the local grants under the Customs and Excise Act will be relieved from the present limitation to education which is purely technical. I consider that to be of the utmost importance. Not that I would be understood as saying anything in deprecation of the promotion, so far as it has gone, of technical teaching, and of the teaching which is intimately associated with what is called technical, in secondary schools. But if the interest of the local bodies is to be limited to education in a single province, and education is to be regarded by them from a single point of view, the result would be disastrous; and to some extent it has already been harmful in its effects upon existing institutions.

288. (*Sir John Hibbert.*) How?—By interfering with the education which is given in schools and inducing the head master, in order to obtain grants, to give a technical aspect to the education beyond what is desirable.

289. (*Mr. Hobhouse.*) By distorting the curriculum?—By distorting the balance of the curriculum.

290. (*Sir John Hibbert.*) Is it not the fact that you can by means of the local taxation grants give money in aid of commercial education?—You can give money under the wording of the Technical Instruction Act to everything except the literary side of education. That is in itself a great mistake. It was an accident, it never could have been intended as a final basis for these local grants, and it must, I conceive, be rectified. Although

the definition is wide, some county councils do not look at it in that way: they have not taken the view that they can aid commercial education or subjects which are not expressly technical and even manual.

291. But it is the fact, is it not, that some county councils have given money for aiding commercial education, and in fact give aid as widely as possible, perhaps, without going so far as to give it in aid of classical education or what you call Secondary Education?—That is so, if I may substitute the word "literary" for "Secondary."

292. And some county councils also give aid, in fact, to grammar schools, do they not?—That is so. I believe it would be quite within the limit to say that some county councils have aided a useful grammar school, provided that it could be shown that they were doing some technical education in it, without much inquiry whether the money went to the one department rather than another.

293. (*Dean of Manchester.*) When you say that they should be relieved of this limitation, do you mean to say that it should be incumbent upon them at their discretion to give to what you may well call the literary side of education, or that they should not be compelled, so to speak, to give it to technical education?—I mean that it should be within their discretion. Supposing that they have got 1,000*l.* a year to give at their discretion, they must give a certain portion of it (I do not say what proportion) to the other side of education? I would remove all restrictions on the action of county councils. I look upon this money as money that ought to be made educational in the widest sense.

294. (*Chairman.*) In fact, you would strike out the limitations to so, called technical subjects from the Act?—I think it would be perfectly safe to do so. I see no tendency whatever of an undue regard on the part of county councils and similar authorities to the literary side of education.

295. (*Sir John Hibbert.*) Would it not be desirable to impose another limitation, if you succeeded in getting rid of the present one, namely, that it should not be applied to the rates in some cases?—That is to say, the original grant having been given under a sort of understanding (rather than legislative enactment), that it should be applied to education, all county councils have not taken advantage of that power to apply it to education as yet, and I suppose it must be considered as probable that Parliament will desire to settle that matter in an educational sense.

296. (*Mr. Cockburn.*) I suppose I am right in inferring that you would also remove the discretion which the county councils have now, of allocating to educational purposes throughout their district any smaller sum than the *whole* amount of the moneys derived from grants under the Customs and Excise Acts?—Yes, I would.

297. (*Chairman.*) In what method would you apply funds, whether from endowment or otherwise, for the aid of education of deserving children of poor parents?—This is a point upon which I have thought much and which I put forward with some diffidence, and at the same time with a strong desire that it should be carefully considered. It appears to me that it is desirable in settling the finance of schools, to keep constantly in mind what the cost price of education really is, and, that somebody must pay it in each individual case. I should desire to see it settled, if not by legislation, at all events by regulation of the Education Office, what the normal fee for each child should be in schools of a particular class and character; and that the local authority should be bound to provide for each child in the school that that sum should be paid by somebody, if not by the parent, then out of some public fund. The present condition of things is that endowments are somewhat fitfully disposed; and the policy of the Charity Commissioners is to apply them in the first place to the provision of suitable buildings, in the next place for improvements of various kinds and appliances, in the third place for scholarships and exhibitions, and only in the fourth place in relief of fees. Therefore, so far as endowments have served to fill the gap, it is only from the richer endowments that money ought legitimately to have gone in aid of the

fee fund. But the fees in poorer schools, and very often especially in poorer schools, have been kept down owing to pressure; and, in the result, the assistant masters and assistant mistresses in schools are underpaid now; and that is a circumstance which the bringing of more children into the schools will have no tendency to rectify, and which the multiplication of schools will only have a very indirect and partial tendency to rectify.

298. You say that the bringing of more children into the schools will have no tendency to rectify it. Would not that tend to rectify it up to a certain point, that is to say, is it not more easy to make arrangements with a proportionate amount of money for 400 children than for 200?—Yes; but if the fees are fixed very much below cost price, the same result is not produced, because you are already so far to the bad that the good effect of making the classes larger is destroyed.

299. It is to be admitted that if you are working at a loss, the larger the school you are working, the greater the loss; that I understand is your point; but still at the same time numbers enable the effecting of certain economies, do they not?—Yes; so long as the fees are not fixed so low as to make every child an additional loss to the school; in that case there is no economy possible.

300. Is not the very conception of cost price a variable one depending upon the salaries that you pay the teachers?—You can estimate the cost price of education, as you can estimate the fair rent of a farm, by a general appeal to what goes on about you.

301. A fair idea would now be obtained by seeing what you can get a teacher to teach a subject for; but if it was found that the quality of education ought to be higher you would have to pay a teacher a higher salary, and the cost price would rise?—Yes; you would arrive at a different cost price according to whether you looked at the scale at which your teachers were now paid or took into account whether they were underpaid.

302. But you would say that that would be affected by the salary you pay the teacher in the long run?—Yes.

303. Therefore you may be able to give instruction at cost price, which at the same time, looking at the educational side of the matter, you would think inadequate instruction (the price being also inadequate), because the teacher is not sufficiently good and you would say that this is because he is not sufficiently paid?—Certainly. I look at it as being a reasonable estimate to have regard to what is being paid to teachers in schools, who confessedly are fairly well paid.

304. Would you take it that as a rule teachers, and especially women teachers, are inadequately paid?—There is far too much of that.

305. (*Mrs. Bryant.*) Do I rightly understand you to say that you think that this estimate of cost, which appears to me very important, should be settled at the Central Office?—There again I think the initiative might be left to the provincial board, but subject (and this is a matter which the Central Office would certainly have to keep a close watch upon) to revision by authority.

306. (*Chairman.*) It has been the practice of the Charity Commission, has it not, to indicate a scale of fees in its schemes?—Yes, a maximum and minimum.

307. Supposing the requisite authorities, which you have drawn in outline for us, to have been created, would you propose to insert fees in the schemes, or would you leave those to be settled by the governing bodies and controlling district authorities?—I would propose to insert a limit of fees, a maximum and minimum, in that which would take the place of the educational provisions which I desire to see removed from the scheme, that is to say, in the regulations made by the provincial board and assented to by the Education Office.

308. But do you think that such matters as the scale of fees ought to go as high as the Education Office?—Yes, to the same extent that they come to us—the maximum and minimum in each case.

309. You think that you might leave the maximum and minimum to the governing body, subject to the control of the district authority?—I think it would have to be looked at once more by the central authority, when you come to consider that upon the question of how these matters are arranged will depend the future of private enterprise in education. There is no doubt whatever that in a very few years private schools will cease to exist, except in exceptional instances, in Wales; it does not make any great difference there, because there are not many flourishing private schools in Wales. At the same time I cannot but feel that they will have been abolished as it were by a side wind, without the subject having been fully considered. If that were repeated in England it would, I think, be a disaster.

310. Then your apprehension with regard to the possible action of governing bodies and district authorities as regards fees is due not only to the fear that fees might occasionally be placed too high, and so the school be transformed from what it ought to be, but also to the fear that fees might, in other cases, be placed too low and so private adventure schools might be destroyed?—My apprehension is that in the case of tuition fees, they would always, by a local body, be placed too low; but that in the case of boarding fees, where the endowment is local, they will generally be placed too high.

311. You do not think that the feeling that with low fees, in the absence of a large endowment, it would be impossible to have an adequate staff, would prevent the local body or district authority from fixing the fees too low?—No. At the same time, experience no doubt teaches, and will teach the provincial authority much sooner than the local governing body. Therefore, it is not only upon the question of under-payment of teachers that I rest the case; it is also upon the extinction, which is inevitable under that system, of private schools.

312. And that you would regard as a misfortune?—Yes. More especially in the present day, when we are contemplating a very large increase of what I may call the public school element in education.

313. What do you mean by the expression the "public school element"?—The public school element consists of the schools that you are about to found and those you take over as part of your system, being now under schemes of the Charity Commission. Public school education in that sense should be brought, we are accustomed to say, within the reach of all, and that is a good thing; but at the same time, that there should be no option, that is to say, that there should be no private teaching, would be an even greater misfortune than if private schools in the last generation had ceased to exist.

314. Then may I take it that you mean that there should be everywhere a public secondary school available in case of inefficiency or inadequacy of private schools, but at the same time that that public secondary school should not be so constituted as regards its fees as to destroy, by under-bidding, private schools that might spring up in the locality?—I would not be prepared to limit the provision of public Secondary Education to cases where no effective provision was made by private schools.

315. That means to say that you conceive that there ought to be a public provision everywhere, because it is possible that there might not be at any given time provision made otherwise; but you do not wish at the same time that the public schools should drive out the private ones altogether?—That is so. I do wish that the public schools should drive out the private schools altogether.

316. (*Mrs. Sidgwick.*) May I ask what you mean exactly by saying that it has proved impossible to charge the cost price of education by way of fee?—It has proved impossible, as I think I have explained, for the Charity Commissioners to keep up the fees to the scale which we have

ourselves planned for first grade, second grade, and third grade schools respectively. But more than that, that scale was not quite so high as the cost price of education.

317. But in what did the impossibility consist?—Local pressure in the first place, and the absence of endowment to provide by way of subsidy for the difference between the fee which the local people were determined to pay, and the cost price of the education which they desired to receive.

318. In a private school the fees must meet the cost price of the education, of course?—That is so, or else the school fails.

319. But in the case of the public schools which failed unless the fees were much lower, was it that the schools failed or that you could not attract the pupils?—They were schools where the fees were fixed at less than cost price, and were assisted to some extent from the endowment. Thus in some cases they might even flourish for a time; in some cases they suffered from the same cause which the private schools would have suffered from, not having sufficient fee fund.

320. What I mean is, what harm happened if the parents could not pay the fee; was it that children were not educated whose loss of education was a national misfortune, or was it that that particular school died out?—I have not been representing it as a national misfortune that fees in scattered instances were fixed too low, except in so far as it led to the under-payment of assistant teachers; but if you now cover the country with schools arranged upon the same basis, the result will be that you will stamp out the private schools.

321. I quite understand that, but I do not understand why it proved impossible to charge the cost price of education by way of fee?—It has proved impossible to the Charity Commissioners to keep up the fees in schools to the cost price of education.

322. Because the pressure of opinion was against them?—Because the local opinion was against them.

323. (*Chairman.*) But are there not cases in which not only have private schools charging high fees prospered, and had a large number of pupils, but some of the endowed schools under your scheme have had very high fees and yet have prospered?—Yes, no doubt.

324. Is Dulwich such a case, where the scale of fees is pretty high?—Yes, Dulwich is a school of the upper classes, no doubt.

325. With a pretty high fee?—I think 20*l.* for the day school.

326. And yet it is very prosperous?—Yes; there is an immense demand in the suburbs of London for such schools.

327. (*Mrs. Sidgwick.*) Then what you really mean is that there is a class of people who ought to have the education and cannot pay for it?—Yes, there is.

328. (*Mrs. Bryant.*) Bearing upon that, I imagine that in the case of a new school, it would be much more difficult to induce the local people to see that the fees ought to be at a certain rate; but if a school has been already established for a certain time, and it has become a tradition in the neighbourhood that the fee should be 15*l.* or 20*l.*, then the difficulty does not exist so far as the Charity Commission are concerned. I have in my mind the North London Collegiate School which is not in a rich neighbourhood, where there is no difficulty about the fees; but then the school existed there?—Yes. People have to acquire their experience, and where they have already acquired it no doubt a great deal of time is saved.

329. (*Chairman.*) With regard to the assistance of poorer children by means of scholarships, have you anything to say as regards the alternative methods of having entrance scholarships at schools or having scholarships given to the best boys who leave schools to go to other schools?—In connexion with this question of fees the subject occurs to my mind from this

point of view. It may be said that you can fix the fees, if you are strong enough at headquarters, high enough to pay the cost price of the education, and that the poor can be provided for by a system of scholarships. That appears to me to be an inadequate answer. Where education is wanted for those who cannot afford to pay the cost price in schools, there a system of scholarships awarded for merit will not supply it; and, moreover, if you could extend the system of scholarships so far as to admit to Secondary Education all the children of the poor for whom it is required, I think you would have carried that system rather too far; because the system of entrance scholarships at schools is open to objection. As soon as the field of competition gets large it becomes uncertain in its operation, and it tends to carrying the children about the country from one place to another for the purpose of examination.

330. That would be specially with regard to entrance examinations at so-called first grade schools?—If it were so extended as to apply to all second grade schools it would apply there too.

331. But at present the evil is felt most in the first grade schools, is it not?—At present it is mostly heard of there; but it is beginning to be felt in the others also.

332. And in those, as you have referred to them, I suppose it is within your knowledge that there is said to be a great deal of special training for boys to compete for those scholarships?—Yes; in the case of first grade schools, and especially in the great public schools there is, no doubt.

333. And the charge for that special training is such that, speaking generally, the parents of the poorer classes would be unable to afford it?—Yes.

334. Therefore these entrance scholarships at these schools, which are intended rather for the use of the poor, are practically made chiefly available by the rich?—I must refer to a special case before I can say whether the scholarships at any particular school, more especially one of the great public schools, were specially intended for the poor.

335. I would say for the comparatively poor. I mean nothing more than this; that the institution of these entrance scholarships was intended to aid boys of promise belonging to comparatively poor parents, and that in point of fact the expense of the special preparation has been alleged to have been found to have a tendency to exclude that class of children. I wish to know whether, in your opinion, there is any foundation for that statement?—There is some foundation for that also; but that is a different question from the first; that is to say, parents will incur considerable expense at a preparatory school for their children, although they may be of limited means, and decidedly of the class for whom the benefits of one or two of these great schools are generally considered to have been intended.

336. (*Mrs. Bryant.*) I should like to ask whether the general principles that you put forward are that the ordinary parent who can pay should be charged the full cost, and that the money available for an education fund should be expended upon awarding scholarships or bursaries in some way or other providing for those who cannot pay?—That is what I conceive to be of importance. There is a great deal of waste involved in fixing a universal fee at a school below what the average parent who sends his child to the school can afford to pay: but since there are a large number below the average who cannot afford it, some aid is wanted, and I think the time has come when it is necessary to say that something more is wanted than scholarship funds. For that purpose I would contemplate what in Wales we have called bursaries, for the sake of a name (there is no special aptitude in the name, because bursaries in Scotland are very much what we call scholarships); that is to say, funds to assist the children of the poor to Secondary Education, which are not necessarily awarded for merit; not without merit, of course, but generally

awarded simply on grounds of poverty or inconvenience arising from living at a distance from a school, or otherwise affecting the circumstances of the child.

337. (*Mr. Hobhouse.*) How are they awarded in Wales?—Under regulations to be made by the county governing body. We left them tolerably free.

338. Is it by competition?—So far as the bursarial aid is involved the system of competitive examination is excluded.

339. But there would be a pass examination?—No other than is the case in all secondary schools for all children; there must be a certain amount of previous instruction.

340. (*Dean of Manchester.*) Your whole arrangement about the bursarial system is so invaluable that I want to ask you a question about it. Have you thought at all how you are to assess this—how are you to find out who should and who should not receive this aid?—I cannot say that I have thought it out; it is a most difficult and very extensive question. So far as I have been able to go I would say that you should leave the county or district bodies free to make their own regulations in the first place. It may be desirable that they should be overlooked at headquarters, but I should hope that whoever will be in charge of these matters at the Central Office will be inclined to leave a very free hand for the trying of the experiments in different counties. There should be power to excuse the fees or part of the fees, or to pay travelling expenses, or to give an allowance for school books, and even in some cases for clothes; but more especially there should be a considerable fund reserved to compensate for the disadvantages of those who will not live near the school. That was particularly present to the minds of those who cooperated with us in Wales: and it was for that purpose that they induced the Charity Commissioners for the first time to break down what, up to that time, had been a principle with them, namely, that all assistance of this kind should be given for merit. They said that they could not cope with the claims for having more schools founded, so that there might be one secondary school in each village, unless we gave them some power to devote funds specially to make up for the loss to the villagers who did not get the school. And that seemed to be just. Then again with regard to the conditions upon which this aid should be awarded, it will be proper no doubt, that if you do not insist on the merit of the child, you should insist upon some degree of self-denial in the parent; that is to say it should not be attempted to supply bursarial aid on a scale which should relieve the parents of all expense or all necessity to deny themselves in respect of the profits of the child's labour so long as he is at school. But it is impossible at this stage to go far into the question as to the conditions on which such aid is to be given.

341. (*Mr. Sadler.*) Do you think that an undesirable stigma of poverty would attach to the holder of a scholarship not awarded for merit?—I am aware that there is a difficulty in that respect, and for that reason it will be necessary to adopt special precautions. It should be an arrangement between the committee (not necessarily the governing body of the school) and the parent, of an entirely private nature; it should not be known to the scholars in the school, whether their companions or even they themselves (unless the parents choose to tell them) receive any assistance of the kind; nor need it,—it is not necessary that they should know; these things are not generally inquired into by boys unless they are forced upon their notice.

342. (*Mr. Llewellyn Smith.*) Do you know of any actual cases of the working of a system of that kind, which would enable us to judge of it?—Only of experiments; but I may point to the scheme of the Charity Commission in the special case of Christ's Hospital, where the fees are arranged on a tripartite basis,—the parents paying either 20*l.* or 10*l.*, or in the majority of cases nothing at all.

343. (*Mr. Sadler.*) If it were adopted on a large scale, would the private award of scholarships lead to possible danger of abuse?—The private award of scholarships I by no means desire.

344. Of bursarial aid?—Private award of bursarial aid would lead to abuse of the nature of jobbery, as experience seems to show, if it were administered by a close body; but if it is administered by a properly constituted representative body, I should hope that the evil might be minimised.

345. (*Mr. Llewellyn Smith.*) But are there no cases into which we could specially inquire in which the system has been tried and worked; or is it still of the nature of experiment?—You may no doubt receive some useful light upon the subject from the initial experience of some of these Welsh county governing bodies that are now occupied in trying to solve the problem; but probably you would receive more a few months later on than at present.

346. (*Dr. Wormell.*) Is there any proportion, in the various schools that you arrange for, between the cost of education and the fee that you charge. You say that you are not able to charge a fee equal to the cost. Dulwich was mentioned, for instance. What is the cost per head at Dulwich?—I had better not answer that, I think, as I am not quite sure.

347. Do you know whether there is any proportion?—I think I have already said that the Charity Commissioners in arranging maxima and minima for the said fees in their schemes have been obliged to adopt an empirical rule. They find it beyond their power, if they calculate the cost price, and say, you shall charge that in each case; but they have adopted a rule of 12*l.* and upwards in first grade schools, and from 6*l.* and upwards in second grade schools, and something below that, but, except in a single case that I am aware of in England, not less than 2*l.* for third grade schools; still the minimum in each of those three cases is decidedly below the cost price of the education.

348. And it does not vary with the expenditure. In some schools, of course, the cost per head is very much greater than in others?—In some schools the expenditure per head is very much greater than in others. That may partly be due to the methods of administration.

349. And your fees have no reference to the expenditure per head?—No, not to the expenditure; and, as I have already said, not so much reference as I should wish to the true cost.

RECOGNITION OF PRIVATE SCHOOLS.

350. (*Chairman.*) Is there anything further that you wish to say upon this head of your evidence?—Perhaps I may just interpose one remark, which I think I postponed, to finish the subject as regards private schools. I conceive that if these bursarial funds can be established and properly worked, the children receiving benefits from them, as well as those who obtain scholarships on the basis of the county scholarships now given, should be permitted to go not merely to the schools which are part of the public organisation of the district, but also, under proper regulations, to a private school. That is to say, if it is contemplated that private schools should still continue to exist as a valuable portion of the educational machinery of the country, they must have something more than merely a guarantee that less than the cost price of education shall not be charged in public schools; and that something more I think can be provided by what, for other reasons, I believe to be desirable, namely, a permission to parents to send their children, who have obtained these scholarships or bursaries, to private schools, provided that certain conditions are first fulfilled; among which I may specify the obtaining from the proper quarter of a certificate that the school is efficient.

351. What proper quarter do you contemplate?—The provincial board, I think, would probably be the proper quarter. It must be remembered that my provincial board is not governing the public schools, it is merely controlling them; therefore, I do not anticipate that they would refuse certificates unfairly to private schools in the interests of public schools in their district. Secondly, the head masters should fulfil the conditions which are found to be necessary in the case of public schools; if, for instance, you require registration in one case, you should require it also

in the other. With those two assistances, which should be given subject to those two conditions, I believe that private schools may continue to exist in this country; otherwise you will have no private schools except those in which high fees can be charged on account of some special attraction to wealthy parents; and I think that that would be a result much to be deprecated.

352. You spoke of a certificate; do you mean a certificate guaranteeing the character of the school, or a certificate to the individual teacher?—The certificate of efficiency should apply specially to the buildings, the number of the staff, and the general considerations which are looked after by the inspector who pays a business visit of inspection in a school.

353. And as regards education?—As regards education, it might be stipulated that they should place themselves under the examinations of the provincial body, but what I should prefer is, that they should not be limited to those examinations, but should have a selection from qualified examinations, of which I believe some will continue to exist, though I hope not so many as at present, conducted by such bodies as the Universities of Oxford and Cambridge or the College of Preceptors.

354. But the provincial authority would be the judge of what was their qualifying examination?—Yes; I think you must permit that.

355. (*Dean of Manchester.*) I suppose we are to assume that all schools are private schools, taking your technical qualification, which are not under the provincial board?—I should call private schools, as they stand, everything which is not reckoned as part of the organisation for which the provincial body or other organising authority is in the first place responsible.

356. (*Dr. Wormell.*) Would you give the provincial board facilities for taking over well built and well conducted private schools?—Yes, that is a most important part of their duty within their province at the first organisation. For instance, one successful and very excellent private school for boys came to my knowledge at Wrexham in the county of Denbigh; and there the joint education committee were desirous of not injuring it, but they found that the system that they were planning would undoubtedly close its doors. In the end they came to an arrangement by which the private schoolmaster was induced to accept the position of head master under the county governing body, and the school is taken over and continued. The same, I hope and believe, will happen to the Girls' Public Day Schools Company in Swansea; but there is no doubt that, but for this transfer, those schools would have to close their doors.

357. (*Mr. Llewellyn Smith.*) In the case of private schools which were found to come much below the standard for which the provincial boards would give a certificate, would you give power to the provincial board to close such private schools? My question relates primarily to cases of defective buildings or defective sanitation rather than defective teaching methods?—No; I do not conceive that that would fall within the province of the provincial board. In regard to the qualifications of the head masters, all that is desirable could be effected no doubt by registration, but that is a subject upon which I do not propose to enter.

358. But you would not give them power to compel the closing of schools in insanitary buildings, such, for example (to take an extreme case), as would be condemned if they were used as a workshop?—You are putting an extreme case, and there ought to be some authority, no doubt, which should be qualified to do so. Perhaps I had better not carry my answer further than to say that I think that the compulsory closing of private schools is rather too delicate a matter to be entrusted to the provincial board without appeal.

359. (*Mr. Sadler.*) Comparatively small areas were assigned to the provincial boards, would you be less willing to entrust them with the responsibility of examination and inspection?—Yes.

TEACHING STAFF.

360. (*Chairman.*) We might perhaps hear now what you have to say on the question of staff?—I have nothing much to say upon the question of

staff in schools, beyond generally to recommend as the result of a good deal of experience, and as was originally recommended by the Endowed School Commission, that the head master should be appointed and at pleasure dismissed by the local governing body, and that the assistant masters should be appointed and at pleasure dismissed by the head master.

361. You know, however, that there are cases in which the assistant masters have a right of appeal from the dismissal by the head master; and I think you know that there have been strong representations in some schools from the assistant masters in favour of such a plan, and the question was once raised in Parliament, I think?—I have heard of such representations, but I believe it will be found that they are not by any means general even amongst assistant masters. I am quite sure that it is a mistake. All the cases of difficulty as between the head master and his assistants, or as between governing bodies and head masters, have arisen, so far as my experience extends, rather through divergencies from this rule, than from the rule itself. While I am quite aware that there are some who think differently,—for instance, in some of the counties in Wales, it was stipulated that the consent of the local governing body should be required before an assistant master was dismissed,—I am quite sure that they were wrong, speaking in the interests of the scholars. After all a school is instituted for the scholars and not for the masters, and how is a school to be conducted, remembering that a school is a monarchical institution, if the head master has applied to the governing body to dismiss an assistant master, and the governing body has refused?

362. But it has been alleged that the assistant masters would be more willing to accept a post in a particular school if they knew that they had some guarantee against caprice on the part of the head master, and that therefore you would get better men to enter as assistant masters?—That is an argument that may be used; but the other argument is so much the stronger to my mind that it does not shake me.

363. With regard to the head master and the governing body, would you similarly be indisposed to give the head master an appeal to the provincial or district authority from a decision of the local governing body?—In Wales the appeal was urged and was successfully resisted by the Commissioners, on the ground that after the head master and the local governing body had come to blows, as it were, it was not desirable that they should continue to be working together; but a compromise was effected which in the peculiar constitutions that were arranged for the Welsh schools was possible, and perhaps will work without much friction, by which a special committee for appointing or dismissing a head master was framed out of the representatives of the county governing body on the one hand, and the local governing body on the other hand. I rather deprecate that, because I think it tends to interfere too much with the responsibility of the single body, the local governing body, in which I wish to see reposed all the government of the school which a body of that kind should exercise—remembering of course, that the principal part of the government of the school is to be by the head master—that he is the real governor.

364. Do I rightly understand that you feel so strongly upon this point, that you think it better that it should be settled as a general rule all over the country, rather than that it should be left to the district or provincial authority to determine in the case of each school?—I would not go so far as to say that it should be embodied in any statute, but I would certainly consider it one of those points in which the Education Office would be justified if it interfered with the organising body that proposed to change the rule.

365. And you adhere to that opinion in face of the fact that there have been some instances in which, so far as the public can judge, the head master has been clearly right and the governing body wrong?—Yes, I would adhere to it in spite of that. Hard cases, as it has been well said, make bad law, if you are to use them as reasons for changing the rules.

366. (*Lady Frederick Cavendish.*) With regard to the dismissal of assistant teachers, would you not require that a statement that it has been done, should be sent up to the governing body in writing, not for approval, but as a slight check on the master or mistress—that they should have to state the fact and give their reasons?—That is a suggestion which has been made, which I think a good one, and it has been adopted in many cases.

367. (*Chairman.*) Would you apply that also to the governing body in dismissing a head master—that they should send a report to the provincial board?—I think not, and for this reason: that I have not contemplated the provincial authority exercising government over the schools, but only control in particular sujects, and I would rather keep the question of the relations of the head master and the local governing body entirely out of the category of those matters for which the provincial authority is to be responsible.

368. (*Dr. Fairbairn.*) Do you make any distinction between certain masters—the head master of a preparatory school for example; would you allow him to have the exceptional privilege of an appeal to the governing body?—If you mean the master of a preparatory department within a larger school, I would not. I see no special reason why we should constitute an exception in such a case. As I have already said, the attempt to divide schools into departments has been almost universally a failure; and the particular provision now mentioned has in some cases been the cause of failure, namely, the independence, or comparative independence, of the master of a lower department from control by the head master.

369. (*Dean of Manchester.*) Do not you think, with regard to this subject, that as a matter of fact the question, as between the head master and the governing body, with regard to himself is a case of *solvitur ambulando;* that as a rule the head master resigns before he gets himself into such a position?—That is so under the existing rule.

370. (*Mr. Yoxall.*) Do not you think it would be a safeguard to require the head master to submit to the local governing body his proposal for dismissing an assistant teacher before the dismissal can take place. I should think that, as a rule, the governors would consent to the recommendation of the head master without much difficulty; but that in itself would give some safeguard to the assistant teacher, would it not?—I am very much opposed to it. I am opposed to all half-measures in questions of responsibility. Make one man responsible for one man's work, and do not attempt to check the fall of another man by interposing provisions for submission which cannot really alter the incidence of responsibility, but tend to diminish the sense of it.

371. (*Chairman.*) You consider that where the funds of a school arise partly from endowment and partly from fees, it is better that the salaries of the assistant masters and mistresses should come out of the fee fund than out of the endowment?—Yes, for this reason: that by giving an assistant master a direct charge upon the endowment or public money when applied to a school, you give him what approaches to a vested interest in his position. There are painful cases where assistant masters, who are paid out of the endowment, sometimes men who would find it difficult to find another place, have to leave because the school is falling in numbers. Where it has not proceeded so far as to render dismissal of the head master necessary, there may be hard cases; and it is difficult in that case for those who are responsible to reach the point at which they can take the necessary step. Everything that facilitates that, therefore, should be favoured; and the payment of assistant masters from a fee fund is a direct assistance in that respect. The fee fund is falling off; the money is not there, and the man must go.

372. (*Mr. Cockburn.*) Do you mean to have a sort of sliding-scale, then, for the teacher and the fees?—No, not to lay down any regulation. If there is not enough money, you must reduce the staff in a manner, and at the end where you can best afford it.

373. But no other money should be available, except the fees, for the payment of assistants?—I do not mean only the fees that the parents have paid, because I have already said that I contemplate a system under which a sufficient sum should be paid from some source for every child.

374. (*Chairman.*) That is to say, that the endowment should not be applied for that purpose?—I would have no objection to assistant masters receiving money that came originally from the endowment or public grant, provided that it came through a fund made up from the fees to an amount which was in proportion to the number of boys in the school.

375. As regards the suggestion which has been made with regard to a pension fund for the teacher in a school, what would be your view?—I have only one remark to make upon that. I believe it is necessary in the interests of the children, that there should be pension funds, not merely for the head masters, for which we have made provision in our schemes, but also for assistant masters, which we have not been in a position to make.

376. By its being in the interest of children, you mean that a man becoming less efficient from age should have an inducement to withdraw?—Yes, a sufficient inducement to withdraw, although he may not be in a position in which there would be a sufficient justification for harsh dismissal.

377. And with regard to the creation of this pension fund, would you like part of the endowment to be applied thereto?—I would not lay down any rule against that; I only say that hitherto we have not seen our way to do that, because we have only had to do with endowments, and they have in no case been sufficient to provide assistance to a pension fund for assistant masters.

378. I thought there had been a case in which application was made to the Charity Commission, and the Commission had expressed disapproval. Perhaps that was under special circumstances?—If there was a case where the funds were sufficient and it was refused, that must have been not because the Commissioners were opposed to the principle for a pension fund for assistant masters, or to money being carried from the endowment for that purpose, but because it was not thought desirable, in a single instance, to introduce a new principle into schemes; and, more especially, when we found that the clause which we inserted, which gives permission to aid retiring pensions to head masters, has up to the present time been utilised in so few instances, we have felt that the time was not come for us to alter our policy and to go further in that direction. But the introduction of sufficient money from public sources for this purpose into schools generally will alter the whole basis of this question.

379. (*Mr. Yoxall.*) And that you think might apply to both head and assistant masters?—In the future I should be disposed to contemplate the possible application of public money to funds for the assistant masters as well. At the same time it must be remembered always that the best way to make this provision is first to pay a man sufficiently, and then to make a deduction, or get him to make a deduction, from his salary for the purpose.

380. (*Mrs. Bryant.*) Have you considered whether the pension fund should be for each individual school, or whether there ought to be joint action between different schools in regard to a pension fund?—In Wales it will be arranged upon a county basis, and, if the counties please, the basis may be enlarged, and made provincial, with the help of the central board.

Adjourned to Tuesday next at 11 o'clock.

THIRD DAY.

At Westminster Hall, Tuesday, 1st May 1894.

PRESENT:

THE RIGHT HON. JAMES BRYCE, M.P., IN THE CHAIR.

The Right Hon. SIR J. T. HIBBERT, K.C.B., M.P.
The Hon. and Rev. EDWARD LYTTELTON, M.A.
Sir HENRY E. ROSCOE, M.P.
The Very Rev. THE DEAN OF MANCHESTER, D.D.
The Rev. A. M. FAIRBAIRN, D.D.
Mr. RICHARD C. JEBB, M.P.
Mr. RICHARD WORMELL, D.Sc.
Mr. HENRY HOBHOUSE, M.P.
Mr. M. E. SADLER.
Mr. H. LLEWELLYN SMITH.
Mr. GEORGE J. COCKBURN.
Mr. CHARLES FENWICK, M.P.
Mr. JAMES H. YOXALL.
The Lady FREDERICK CAVENDISH.
Mrs. HENRY SIDGWICK.

The Hon. WILLIAM N. BRUCE, *Secretary.*

Mr. DOUGLAS C. RICHMOND called in and examined.

381. (*Chairman.*) You were an Assistant Commissioner in the Schools Inquiry Commission, were you not?—I was.

382. Since then you have been continuously connected with the Endowed Schools Commission, and, since the Act of 1874, with the Charity Commission?—Yes.

383. And you have acted for some time as Secretary, and you now act as one of the Commissioners?—Yes, I have been a Commissioner since 1883.

LONDON: ORGANISATION BY DISTRICTS.

384. You conceive that you can best begin your evidence, I believe, by giving us your views of what the organisation of Secondary Education might be with special reference to London, using London as a kind of illustration in one sense, and as a special case in another?—Yes, my work under the Endowed School Acts has been largely taken up with the Metropolitan district, and it occurred to me that perhaps I could not do anything which would be of more use to the Commission than to take London, as it were, as an object lesson, and say what has struck me in my experience in my work there as being most needed. I am not in a position to suggest what would be a perfect and ideal organisation; I should rather wish to suggest whether with something like the minimum of change, we might still produce order out of what is now not infrequently, and not improperly, called chaos among the schools of London. It should be borne in mind that in London we have, even as regards the Endowed Schools under the Endowed Schools Acts, nearly 50 secondary schools for boys and girls, and these schools are governed by about three dozen separate governing bodies. I think there we come at once upon the prime difficulty, for you cannot expect anything like co-ordination among schools, and you cannot expect to avoid injurious competition, unless you have the schools more massed together under bodies which can look at them,

not as isolated units, but as parts of a whole. Then London being so huge, it seems to be inevitable, if we are to have anything like practical organisation, that it should be subdivided. In Birmingham, thanks to the fact that there is one large endowment under one governing body, we have something like an organised system; this is due mainly to the fact that there is one rich endowment which can do the work in different grades. To some extent you have the same thing at Bedford; but scarcely anywhere else; and the first reason is because as a rule the schools are isolated one from another. Here for example, in this part of London, about Westminster, we have for five endowed schools no fewer than five separate governing bodies. Working under the Endowed Schools Acts, we have endeavoured from time to time to do something in the way of consolidation; though we have not been able to effect anything in Westminster. We have been able to do something in the East of London; we have combined the endowed schools of Stepney with those of Bow, and there is a prospect of a further combination by bringing in the schools of Poplar to the same organisation. I look forward therefore to the time when in the near future we shall have the whole of that eastern part of London, which lies north of the Thames, east of Whitechapel, and south of Bethnal Green, under one governing body governing four schools, two for boys, and two for girls.

385. Are those schools which you refer to in the East of London mostly of what is popularly called the second grade?—They are all of the intermediate grade; whether they would properly be called in the nomenclature of the Schools Inquiry Commission third grade or second grade, is perhaps rather doubtful. But they are schools at fees ranging from 4*l.* to 6*l.* or 8*l.* a year.

386. You refer to such schools as the George Green schools at Poplar?—Yes.

387. And the Parmiter school?—That is in Bethnal Green.

388. That is outside the area you wish specially to refer to?—Yes, outside this particular area.

389. (*Mr. Llewellyn Smith.*) With regard to the Stepney School, that was a transfer, was it not; the first school ceased to exist?—There was a school in Ratcliffe under the Cooper's Company which has been moved into a more central part of Stepney, and the governing body of that is combined with the governing body of certain schools originally in Bow.

390. That was the Prisca Coburn school?—Yes.

391. It has become one school, has it not?—There is now a boys' school and a girls' school—the boys' school in Tredegar Square, and the girls' school in Bow.

392. (*Dean of Manchester.*) How long has that been in operation?—That scheme was passed I think in 1890.

393. (*Mr. Llewellyn Smith.*) Were there not two schools before?—There were two schools under separate governing bodies.

394. Or rather three?—Actually there were three, but legally only two.

395. (*Chairman.*) Your view is, that taking that particular part of London, you would have one governing body for all the schools?—I think we should have for that district, covering Stepney, Limehouse, Bow, and Poplar, one governing body, and I would have that governing body not only govern those four existing secondary schools, but also take over any new school in that district of the same type that might be established.

396. And I presume that you would apply that principle in the same way to other areas in London?—Yes.

397. How would you select the area; would it be with reference to population, or with reference to endowments lying therein?—I think both considerations would have to come in. Roughly speaking, I should like to get areas covering perhaps 400,000 or 500,000 people. I believe it has

been suggested in some quarters that we should have 10 or 12 municipalities for a like number of areas in London, ; I should say, let us have 10 or 12 educational districts at all events ; and I believe that the same reasons which would determine the limits of such municipal, or quasi-municipal areas, would determine the limits of the school areas I am suggesting. By that means we should avoid the competition that goes on with schools, it may be so far as we can differentiate them by scheme, but working on practically identical lines, with the result that I am continually hearing in different parts of London that though the schools are not sufficient in number, nevertheless some are unable to maintain their attendance, because of competition. Thus we have this unfortunate state of things, that while in some parts of London there are no endowed schools, and in the aggregate there is a deficient supply, in other parts you have the schools suffering from undue competition and only part full. I do not see how that is to be avoided so long as each of these schools is an isolated unit, working independently on its own basis.

398. Following out that idea, if you found one of these areas in which you have an endowed school with an endowment in excess of the needs of its immediate locality, would you propose to give the governing body for that area power to apply part of its endowment to another school within the same area?—I should wish that to be done. In fact, again to go to my instance at the East End, the prime reason for attempting that combination has been that the Poplar schools are poor, and the Bow and Stepney schools are rich.

399. Therefore, if you had one governing body, it would be in a position to distribute the endowments more with a view to the requirements of the spots where they are practically needed?—Yes.

400. And you would apprehend that as it was after all one area, the local hostility which is often found to be a difficulty in these cases, would not constitute a serious obstacle?—Certainly, I think, not so great an obstacle as at present, when the mere proposition to take from parish A. and give to parish B. raises violent opposition ; I should look to bringing about community of sentiment over such areas.

401. (*Dean of Manchester.*) I suppose you consider that London offers exceptional advantages in such a matter as this?—Yes, for organisation.

402. (*Chairman.*) And also with respect, of course, to the fact that by railroads and tramways it is easy in London for a boy to attend a school in many cases at a great distance from his residence?—Yes, and for that reason we can never treat these schools as very strictly local. People will undoubtedly pass from one side of London to another, and for purposes of their own choose one school against another ; that is unavoidable.

403. (*Lady Frederick Cavendish.*) Would not that oblige you to force all the schools that come under one authority into one fixed and unalterable groove ; would they not all have to be exactly alike?—I should hope that in a given area the governing body would see that they should not be exactly alike, that they would endeavour to arrange schools, some of a rather more advanced type, and others a rather less advanced type, and so to co-ordinate them, and prevent their doing as they do now, all tending upwards, and aiming at securing what is called a better class of boy.

404. (*Chairman.*) Would it be in some districts of London a possible recommendation for such scheme, that it is not very easy to find in some quarters a sufficient number of people who have both leisure and knowledge and public spirit to act as governors of schools, and that therefore it is easier to constitute one good governing body for four schools, than four good governing bodies for four schools?—That is one of the points to which I was intending to allude. I think that if we had such bodies as I am suggesting, a place on such a board would be a post of so much importance and dignity, that it would be worth the while of first-rate men to become governors. As it is, power is rather frittered away over an immense number of small governing bodies, or, rather, governing bodies of single schools.

405. And I presume that you consider that in that case it would not be necessary to have a separate body for each of the endowed schools, under the governing body for the whole area; but that if it was necessary to exercise individual supervision, you would allow the governing body to appoint a committee for that particular school?—Certainly. I should think it best not to have any separate governing bodies for schools within the area that I suggest. I do not think it would be difficult to carry out such a plan, because it would not be injurious if the main governing body were somewhat over large in numbers; it would, as you say, no doubt split up into committees of persons who were more particularly interested in the individual schools.

406. One obvious difficulty presents itself when you come to those parts of London in which very large schools, what are commonly called first grade schools, exist; would you bring them under this scheme, or would you deal with them separately, take such cases, for instance, as Westminster, and Saint Paul's, and the City of London schools?—I think that those schools should be treated rather as metropolitan schools than district schools, and I should propose to leave them out of such a district organisation as I am suggesting; not only on the ground of their non-local character, but because probably the kind of governing body that we should have for the intermediate schools would scarcely be suitable for a school of the very highest type, like those that you refer to.

407. Where would you draw the line; would it be in respect of the amount of endowment, or in respect of the traditional character that the school has assumed, or the class of children who resort to it?—Largely for the two latter reasons, but principally because those schools ought not to be regarded as either parochial or district schools at all. I should expect a school like Westminster or Merchant Taylors to draw indifferently from all parts of London.

408. Then you would be guided not merely by the consideration of the amount of the endowment, although, generally speaking, the best endowed schools are schools of that class; but rather by the consideration of what the school actually is?—Rather so, although, as a matter of fact, the first grade schools, I think, are all largely endowed.

409. (*Dr. Fairbairn.*) Is it not the case that at Birmingham there is one great central endowed school, under the same management as a number of subordinate schools?—That is so.

410. Would not the same thing be possible in London, namely, that these first grade schools to which you have alluded, might be centres still for the metropolitan area, but, at the same time, mother schools in their respective districts, so to speak?—That may be possible; but there would be very great difficulty in bringing it into effect. I think there would be very strong opposition on the part of the governing bodies of the public first grade schools in London, like Westminster, or Merchant Taylors, or Saint Paul's, to being brought into the same category with the lower grade schools.

411. But do you think that Secondary Education can ever be completely organised in a district if such first grade schools are left outside the general organisation?—I do not wish to leave them entirely out of the organisation which I hope to come to further on. I am dealing now with these districts, and my point at present is that I should not bring them into the district organisation; I hope to bring them into the larger organisation for London as a whole.

412. Then may I ask a question relative to the other end of the scale; if these district governing bodies had charge of what may be regarded as second and third grade schools, would they not come into direct conflict or competition with school boards providing a higher grade board school?—I believe that in London, as a matter of fact, there are no schools of the type described as higher grade board schools; and I imagine that there would be a very wide step between these schools, which would charge

probably a fee of at least 3*l.* or 4*l.*, and schools which charge no fee at all.

413. (*Dean of Manchester.*) I want to ask whether, whilst co-ordinating in that particular district to which you have alluded, which is Stepney, Limehouse, Bow, and Poplar, you have made arrangements on your ideal plan in formulating their system. Because you said just now that it would be desirable to have different grades of schools, and that to make your plan perfect such an arrangement should be carried out; has that been attempted at all yet?—To some extent that is so now, but not on quite the principle that I should wish to have it done upon. We have been compelled to allow a high fee at Poplar because of the poverty of the endowment, a higher fee than is charged at Stepney; but I do not say that that is the best organisation. I think that the local governing body might perhaps determine that the contrary was the right arrangement, and that the Poplar school ought to be the cheapest.

414. Then you have not done anything in the way of a transfer of endowments from one to another?—I mentioned, in answer to a question from the Chairman, that an amalgamation is in progress now, and that I hoped that the effect would be a certain smoothing down of that jealousy which is apt to exist between one parish and another.

415. Have you found that there is any objection; I can quite understand that there need not be in localities like that, as there would be in other cases, but have you found that there is any objection on the part of the local people, whoever they may be, to such a transfer of endowments?—I do not anticipate in this particular case that there will be a difficulty; but certainly in other cases I have found the greatest objection where a charity has been left, or is considered to have been left, for one particular parish, if a proposal is made to establish a school outside that parish, even with special benefits for the children of the parish. It raises the strongest opposition.

416. (*Mr. Yoxall.*) I think when you said that there was in London no higher grade board school that probably you were not aware that there are in London several organised Science and Art Schools, and that in many board schools in London higher grade work is being done?—I believe that is so.

417. (*Mr. Lyttelton.*) You said, I think, that some of the schools can be separated from others, not so much on account of the amount of the endowment, but by the consideration of their traditionary character; do not you think that that is too vague a test?—To my mind, it is not vague, because I have in view exactly the schools that I should so differentiate. I could name very quickly the first grade classical schools which are endowed in London, and those are just the schools, I think, that should be treated as not strictly local in the sense of district schools, but as metropolitan schools.

418. Would it not be necessary to have some test that you could put as it were in black and white, rather more easily than a phrase like "traditionary character"?—I think so, if one were legislating; certain schools would be specially named—certain schools I mean which are closely connected with university work now; that is the great distinction.

419. (*Chairman.*) If you had these governing bodies of schools for particular areas, and if you had also that educational board for the metropolitan area, which you are going to tell us about presently, do you think it would be possible to leave a very considerable discretion to this local governing body, as to the character of the education, and the amount of fees which it should provide in each school; not necessarily determining it so closely by schemes as the practice of the Charity Commissioners has heretofore, for very good reasons, been?—I quite agree. I think that would be one of the differences between legislation by isolated units, as we have hitherto done, and legislation by districts, in which I should certainly wish to see more discretion given to the governing body.

420. And that would be all the more the case, would it not, because, as you are aware, the population in any particular district in London changes from time to time a good deal, owing to the spread of manufactures in a particular area, and the departure into the suburbs of a particular class of the population?—Yes, quite so. One difficulty in London has been caused by the rapid migration of the population from the central districts to the suburbs. You may go into certain parts of London, and see what seem to be rather well-to-do houses, and you think that there must surely be a second grade population there; but on further inquiry you find that in not one of those cases does the owner reside where the shop front is, but that, on the contrary, he lets his rooms to bachelors and young women who have to be at work in the early hours in London, while he himself lives in the suburbs.

421. (*Sir H. Roscoe.*) That would rather point, would it not, to the necessity of establishing not only in the centre of London, but especially in the suburban districts, schools of that kind?—I am strongly of opinion that new schools are mostly wanted on the fringe of London—not at the centre.

422. Are there any schools of the kind on the fringe?—There are some. One of the most successful schools that we have established under a new scheme lately is the girls' school at Stamford Hill, quite on the very borders of the administrative county of London. That is a girls' school under the Skinners' Company. It was built for 250, and almost immediately I was told that there were 275, and that there was pressure for an increase in the building.

423. (*Chairman.*) For instance, the population of the part of east London which you describe, which roughly corresponds to the old borough of Tower Hamlets, is now almost entirely a working-class population, which resorts to elementary schools—not entirely, but to a very large extent—and those who are popularly called the middle class have rather gone to reside further north, all along the skirts of the Epping Forest region. Have you contemplated the possibility of making the endowments, or part of them, follow the population, or do you consider that that is a distinct question?—I shall come to that head naturally under my second point, namely, the general governing body that I would have for the metropolis.

424. Then perhaps you will reserve what you have to say for that. However, you will doubtless say whether any special treatment ought to be given to the schools of the city companies, which are an important factor in the educational machinery of London?—Yes, I think it necessary to mention them specially, because they are an important factor. Some of them are very valuable and excellent schools, and several of them have been established under—if not a direct promise—at any rate an honourable understanding, that so far as we, working under the Endowed Schools Acts, are concerned, the companies should remain in the sole administration of those schools. They have sometimes been founded out of funds not educational, but held on some other charitable trust for the benefit of the companies themselves; sometimes they have been assisted largely by funds out of the corporate properties of the companies themselves. In either case the intention has been on the part of the companies to establish for themselves, under their own administration, a school which should be a credit to the company, and we at any rate could not under the circumstances go to them and attempt forcibly to alter the governing bodies. There would be about half a dozen such schools, I think, in London now.

425. (*Dean of Manchester.*) In the whole of London?—Yes.

426. You are not speaking of the east end particularly?—No.

427. (*Chairman.*) Then, if you have no objection, would you say how you would propose to deal with them?—I think they should fall in to the organisation which I should wish to see over the whole of London, under an educational board for the metropolis; but in the particular district

to which a school of that kind might belong, I think it would have to stand apart, so far as our powers go.

428. Therefore the desire for the present is to leave them out of this scheme of governing bodies for what may be called the local areas?—Yes.

429. Are there any other schools which seem to you ought also to be left out?—Very few; there are one or two schools of a denominational character. I have not myself regarded that as any reason why they should stand out of the district organisation; but to some extent we, under the Endowed Schools Acts, are under disabilities with regard to them. We could not, for instance, make the governing body quite on the same lines for a denominational school as for other schools unless we got the consent of the governing body, and that might or might not be given.

430. By a denominational school do you understand a school which, by the terms of the foundation, or by your scheme, is restricted as respects its governors to a particular denomination, or one in which strictly denominational religious education is provided by the foundation, or by the terms of your scheme. I put the question because the term "denominational" is sometimes used in one sense and sometimes in another?—Quite so. I ought to explain my use of the word "denominational." Under the Endowed Schools Acts certain schools as therein defined are treated exceptionally, and the broad rule which applies generally that religious opinions are not to affect the qualification of any person for being a governor of the school, is not to apply to such schools except with consent. These are schools in which by the foundation certain religious teaching is directed, or other religious provision is made, as defined in the Acts, and the requirements must have been observed down to the time of the passing of the Endowed Schools Act. The provisions are very stringent, and the schools that fall within them are comparatively few in number.

431. (*Dean of Manchester.*) How many are there, would you say?—Two or three, out of, perhaps, 50.

432. Would you kindly mention an instance or two?—The most important one is the Grey Coat Hospital in Westminster, which is a girls' school.

433. (*Mr. Lyttelton.*) Have you never had any difficulty in knowing what schools fall under that head?—When a scheme is once made the difficulty is removed. It is sometimes very difficult to know beforehand. But all these schools to which I am alluding now have their schemes, and those difficulties are settled.

434. (*Dr. Fairbairn.*) May I ask the age of the oldest of the schools which are known as denominational?—The Grey Coat Hospital, I think, is a seventeenth century foundation.

435. (*Lady Frederick Cavendish.*) It was founded by Queen Anne.—I am much obliged.

436. (*Sir Henry Roscoe.*) Have you any Roman Catholic schools?—No, not under us.

437. But there are Roman Catholic schools of some kind in London; are you acquainted with any?—I am not acquainted with any Roman Catholic school that would be an endowed school within the definition of the Endowed Schools Act.

438. (*Chairman.*) Nor of any school attached to any denomination of Protestant Nonconformists. I think not. I mean a secondary school.

439. (*Dr. Fairbairn.*) Then do I rightly understand that the oldest of these endowed denominational schools is of the age of Queen Anne?—I should like to look into the facts a little more closely before I answer that question precisely in reference to the London schools. Elsewhere there are, certainly, older denominational foundations.

440. (*Dean of Manchester.*) You mean that they are mostly post Reformation schools?—Mostly post Reformation, certainly; I should say also, mostly post Toleration Act; that is the most critical date.

441. (*Chairman.*) Your view is that upon the basis upon which the Charity Commission have proceeded, the practice of the Charity Commission would be to leave these schools out of such a plan, but I do not understand you to express any opinion as to whether in future an arrangement might not be made for including them in the plan, subject to such special variations as might be thought proper?—I think there would be strong hope that they would come into an arrangement with some special provisions in their favour guarding their denominational character.

442. (*Dean of Manchester.*) Such as the conscience clause, you mean?—The conscience clause is universal in all these cases, that is to say, a day scholar's conscience clause, not necessarily a boarder's conscience clause.

443. (*Dr. Wormell.*) One question with regard to what you are thinking about as the merit of this consolidation of governing bodies. Is there not emulation amongst separate and independent governing bodies, at the present time, which acts for the good of schools?—I am afraid my impression is that there is an emulation which acts sometimes the other way, that there is too much competition.

444. But let me take a case. A certain authority reports on a group of schools (Mr. Llewellyn Smith, for instance). He tells us in the report that a particular school has an excellent laboratory and another school has a very indifferent laboratory. Immediately the governing body of the latter school open their eyes and say, "That will not do, we will have a labora- "tory at least as good as or better than the other." That is the kind of emulation that I was thinking of. Is not that for the good of the school, and would you not sacrifice that if you combined the governing bodies?—It may be good but I do not see that it need be sacrificed if you had a governing body which saw that each school had the proper equipment for it. I do not know that every school ought to have an equally good laboratory. I should imagine that one school ought to have a better one than another.

445. Were you thinking of securing by this consolidation of governing bodies what has been referred to as an equalisation of endowments. Would you select certain schools and put them under one foundation for the sake of causing the richer to help the poorer within that same foundation?—It would be a more difficult thing to combine the foundations in a legal sense. I have not thought of going so far as that.

446. I suppose that these exceptions which you mention are only with regard to the governing body, and that you would still put all these schools, supposing that you had an education board for the metropolitan area, under that metropolitan board?—Yes.

447. (*Dr. Fairbairn.*) I have not noticed whether you have stated anything as to the proposed constitution or method of constituting the governing bodies within a defined district?—I am dealing in the first instance with a lot of schools which already have constituted governing bodies of a representative type, and I should look forward to some combination of the elements in all these governing bodies. For instance, most of these governing bodies would be found to have upon them representatives of the London County Council, representatives of the School Board for London, representatives of perhaps some university authority or university college, and also probably some more strictly local representatives, in some cases parish vestries, and so on. It would be a work of some care and difficulty no doubt to form an amalgamated body which should be fair all round, but I should not despair of that, because, as I said before, I do not see much harm in having the amalgamated body exceptionally large, inasmuch as it would probably meet only at comparatively rare intervals for joint business, whereas a great deal of the supervision of individual schools would be done by committees more particularly concerned with the particular parish or district or school.

448. Have you any feeling, such as we have had already indicated, as to the relative merits of representative, co-optative, and *ex officio* governors?—Speaking broadly I should say that I care very little for *ex officio*

governors, unless they are *ex officio* in this sense; I have found it sometimes well to take as an *ex officio* governor the representative of a particular area on the county council, for instance, or it may be the chairman of the school board; he is then an *ex officio* governor, although he really contains a strongly representative element in his appointment. Apart from that, I should say broadly that I look to the representative element as the back bone of the governing body; but I do also highly value a certain amount of co-optation. I think that in many places there are men and women who are most excellently fitted to supervise schools who are yet not the people who would care to come forward for popular election; they may not be members of school boards or town councils, and they may not care to offer themselves for a contested election, but nevertheless they may be just the people whom the governing body ought, if possible, to draw into their work.

449. Would you give to the governing body any right or authority to object to a governor appointed by an outside institution or society like a university?—If I rightly understand the question to mean a power of objection to the individual offered—that they had not sent a suitable man,—I am afraid, I could not favour that.

450. (*Dean of Manchester.*) I suppose you think that all the best people who are now *ex officio* governors would, under co-optation, be brought in?—Probably.

451. (*Mr. Hobhouse.*) An opinion has been expressed against having several head masters under a single governing body; I do not know whether you share that opinion?—It seems to be in direct conflict with what I have been proposing.

452. You see no objection (this is certainly how I understood your evidence) to having one governing body for the whole district, with several secondary schools of the same grade under them?—I do not.

453. (*Mr. Llewellyn Smith.*) In making an exception of the city companies' schools, I understand that you would not include under that head all the endowed schools which go by the name of the city companies, and in which the city companies have the preponderating influence?—No, I mean only those which are exclusively city companies' schools.

454. And without a special trust?—There is probably a trust. There is now certainly a special trust, where they act under a scheme; the scheme is their trust.

455. Do you wish that the consolidated governing body for the district, such as you have proposed, should eventually be the governing body, as far as possible, of all public secondary schools in that district?—With the exception that I have mentioned, I think so, if the question refers to proprietary schools, or schools unendowed.

456. I mean by a public school a school under some kind of corporate management and not for profit, such as the Philological School in Marylebone, which would be a good instance of what I mean?—A school of that type has not been under my special notice, and I do not know what the constitution of that school may be, but if I might go one step further on that question and omit the words "for profit," I should like to say that I think it might be of great use if the schools for instance of the Girls' Public Day Schools' Company could come into an organisation of this kind, and so get the benefit of the scholarships, or exhibitions, or whatever might be distributable over the area in the way of emoluments.

457. Or schools like the University College School, which is not exactly an endowed school but which is public?—That is probably rather on the same level as those which I have excepted as first grade public schools.

458. It happens to be a first grade school, but in the case of the Philological School that is a second grade school?—So I believe. I should be glad to see it come into the combination, of course.

459. Or, if I might take the East London district, which you yourself took as an example, there is a school called the People's Palace Day School, which is endowed, but is not under the Endowed Schools Act; would you wish to bring that in?—That is already under a separate governing body.

460. That is my point, that it is already under a separate governing body?—I conceive that there might be a difficulty there. I should in the abstract prefer that all schools doing this intermediate work should be under the district board, but I can conceive a difficulty in, as it were, cutting out a part of that great organisation, the People's Palace, and putting that particular part under a separate governing body. It would be a matter capable of arrangement, I suppose.

461. (*Dean of Manchester.*) You would leave these schools of which Mr. Llewellyn Smith speaks, to a certain extent, a free hand with regard to their own management, or would you wish them to be absolutely under a governing body?—I think that the governing body should be a complete governing body, and have all the functions of a managing body for each of these schools.

462. You propose, then, that these people should gracefully retire?—I think that there should be a combination representing all the bodies.

463. (*Mr. Cockburn.*) How then would you propose to constitute the governing bodies—not the education board, but the governing bodies?—I said, in answer to a question, that on each of the existing governing bodies you would find now probably, certain representatives of the school board, certain representatives of the London County Council, and so on; perhaps the school board has two here, two there, and two in a third school, and perhaps they would not want six on the combined governing body—perhaps two or three would be enough for them. So we should reduce the total number. In that way I should endeavour to fuse the existing governing bodies into one, which I say might be rather abnormally large, for the reason that I have mentioned.

464. And to what number would you carry your governing bodies?—I should think it would not be too many on a body of that kind to have some 25 members, who would probably divide into four or five subordinate bodies or committees for separate schools.

465. (*Sir Henry Roscoe.*) Have you considered, in this matter of the district boards, the relations which it might be necessary to establish, not between the endowed schools, but between the private secondary schools in the neighbourhood?—I have very little knowledge of the private schools, and I am afraid I cannot give any opinion of any value about them. I know that they continue to exist and flourish in many parts, in spite of all that is done under the Endowed Schools Acts.

466. But you would, I presume, suggest that some sort of arrangement should be made to include the private schools, so important as they are, not only in London, but throughout the country?—If they could be tempted to come into some organisation I should be glad, but I am afraid that I cannot suggest any rules which we could impose upon them. They would not, I take it, accept governing bodies.

467. (*Mr. Sadler.*) Supplementing Mr. Cockburn's question, may I ask whether you think that the teachers should enjoy direct representation on the local governing bodies?—I am inclined to think not on the local governing bodies. I think that the existing governing bodies work sufficiently well so far within their limits without such a representation

468. (*Mr. Lyttelton.*) I think you said that the existing governing bodies should be represented on the district governing body. Would it be that each existing governing body would be empowered to elect or nominate two or three of its number?—I am afraid that I have not made myself clear. I did not wish to say that the existing governing bodies should be represented. I would extinguish the existing governing bodies and substitute the amalgamated governing body for all purposes.

469. (*Mr. Sadler.*) How many of these district governing bodies do you think would be necessary for the area of London?—That is a very difficult question. I have thought that 10 or 12 would cover the area sufficiently; and that you should have areas of something like half a million, taking the population of greater London.

470. (*Mr. Yoxall.*) Do you contemplate the elective principle at all in the constitution of the district governing bodies?—The elective principle already exists largely in the existing governing bodies, and therefore, of course, would continue, perhaps with some modifications in regard to the combined governing body.

471. (*Mr. Cockburn.*) You spoke of extinguishing the existing governing bodies, what is to be the extinguishing force, the Charity Commission, or legislation, or what?—Theoretically it is not probably beyond the existing powers under the Endowed Schools Acts to make this combination that I am speaking of, but practically it cannot be done by us under our present powers, because the opportunities of objecting and raising difficulties are so great. Whereas if something was done in an Act of Parliament the various bodies would probably readily acquiesce.

472. I take it that it needs legislation?—I think it would need some additional motive force beyond what we have now. Whether motive force might come through a Minister of Education, I do not know, but some motive force beyond what we have now would be needed, I think.

473. (*Chairman.*) To prevent possible misconception, am I right in understanding you to mean that it would be desirable that such bodies as the Boys and Girls' Public Day Schools' Companies should co-operate, or in some way be connected with the local governing bodies for these areas, but that you do not propose to bring them in against their will; you propose merely to invite their co-operation in some permanent form?—Quite so. I think if there were funds distributable in the district in the way of scholarships or exhibitions, it would be a great pity that all the girls attending the schools of the Girls' Public Day Schools' Company should be outside the system. I should like to bring them in for any benefits of exhibitions to places of higher education especially.

474. May I take it that you say that also from this point of view: that it would be not only unnecessary, but perhaps even a little prejudicial to private enterprise if the local governing body was to establish schools which would compete with, and perhaps injure, the schools which a body like the Girls' Public Day Schools' Company had already established, and which were doing good work in the district?—I think so, and I may add that we have always taken great care in our operations in London to avoid conflict with the interests of the Girls' Public Day Schools' Company.

475. You would feel, I mean, that the presence of that body, or of a similar body in any particular place where it was giving a good education, was a fact to be borne in mind in establishing new schools?—Yes.

476. And that all regard should be had to them and the work that they are doing?—Yes.

477. (*Lady Frederick Cavendish.*) You do not think the fact that they are paying a dividend should exclude them?—It seems to me a pity that so small a matter as that should form an obstacle.

EDUCATION BOARD FOR LONDON.

478. (*Chairman.*) Then you conceive that there ought also, above these 10 or 12 governing bodies for local areas, to be some central educational authority for the whole of the metropolitan area?—Yes.

479. How would you create it, and what functions would you assign to it?—The first thing which I should like to suggest would be that the large sum which is now received under the Local Taxation Act should be at the disposal of a Central Education Board for London. That would at once endow this body with funds to the amount of something like 170,000*l.* a year, I think. It would give the body for that reason alone immense importance and influence. Then I should wish that body to have touch

by representation with all these district governing bodies which I have suggested, as well as representation on the governing bodies, so far as possible, of any school that stood outside the district organisation.

480. As, for instance, such schools as Westminster and Merchant Taylors?—Quite so. Then as regards its functions in respect of the schools themselves, it does not seem to me that there would be any reason for giving them power to interfere at all closely with the management of the schools; I think that can be sufficiently done through the means of the minor governing bodies, but I conceive that the central body ought to have power to inspect the buildings and apparatus; I think it ought to have power to receive reports from the examining bodies upon the schools, and I would give it all the status of a governing body within the meaning of the Endowed Schools Acts, which means that it would have a voice in any new schemes affecting any educational endowments in the metropolis.

481. That is to say, that it would be entitled to have notice of any new scheme which was proposed to be made?—Yes, and to take such points of objection, formal or otherwise, as are now taken by the governing bodies or trustees of schools.

482. That is assuming that the present scheme-making machinery of the Charity Commission were to continue?—That I presume. I am presuming that that machinery should continue under whatever agency it may be.

483. Has it occurred to you that this body might itself receive the initiative in the suggesting and making of schemes, and possibly even the scheme making power, subject to some central authority for the whole kingdom?—Yes, that has occurred to me. In fact, what I would wish to see would be something of this sort: so far as new schools might be established in the districts through the agency of the central authority, any such school should be under a scheme of management drawn up by the central authority, and if and when approved by the Minister of Education, the scheme should have the force of law at once. I should not propose to introduce all the machinery and checks of the Endowed Schools Acts into the establishment of new schools out of money not arising from Educational Endowments, but out of local taxation money. There I am aware that I am departing widely from what is arranged under the Welsh Intermediate Education Act, where all money, whether it comes from local taxation or otherwise, is treated on the same footing as endowment. There are special reasons in Wales which would not apply in London. I imagine that we should have in London three classes of schools. In the first place we should have schools entirely based upon endowments, and for the present I presume the existing method of passing schemes should continue, with the addition that the Education Board for all London would be a governing body. Secondly, there would be schools which would be founded or supported partly out of endowment, and partly out of new moneys, that is to say, out of the local taxation money; in those cases I imagine that we should have still to go through the process prescribed by the Endowed Schools Acts because of the existence of the endowment in the funds dealt with.

484. You think that it would be too great a change to subject endowments also to this central authority for London, bearing in mind that it will be an authority of great weight and influence, having control over the Secondary Education of five millons of people?—I do not know whether it would be possible to part with such a check, for instance, as the appeal to the Judicial Committee of the Privy Council.

485. I did not intend to suggest that, but simply that the scheme-making power you conceive might be given to it, subject to whatever control was retained to a central authority,—a power of making schemes—even as regards educational endowments?—I think I understand the question to be whether the drafting of a scheme, instead of being done as now by the Central Office in London, should be performed by the Education Board?

486. Yes?—The work of making schemes for endowed schools in London for the most part has already been done, so that perhaps it would not come to very much, if it were said that what remains to be done in the way of original schemes for schools might be handed over to another body.

487. I am rather putting it from this point of view: according to what you have told us already with regard to these local areas, and their governing bodies, a certain amount of variation and re-casting of the existing schemes would be needed, and would indeed be the necessary sequel of the change which you propose to introduce?—Quite so; new schemes or modified schemes would have to be made, and I do not know whether it would be possible (it is difficult to say) to part with such a check as that of an appeal to the Judicial Committee. That would still apply to the amending scheme or combination scheme.

488. I do not suggest the parting with a judicial check of that kind; my question was not intended to go so far as that, but rather whether the initiative in proposing or drafting schemes might not be given to this London authority, subject to whatever judicial appeal or ultimate control might be thought necessary?—It would have to be done under legal advice, and I doubt whether that could be done better than in such an office as ours, where we are familiar with the subject, and the law of charitable trusts is constantly before us. I am inclined to think that the preparation of schemes would be best left with the central body,—the official body.

489. Do you not conceive that the constitution of such authorities as you contemplate for London,—the central authority, and these local authorities, would not very much diminish what may be called the scheme-making process as it is now; that in other words things would not require to be settled upon permanent lines by schemes so much as they are now, but that a far wider measure of administrative discretion would be left to the local and central London authorities in future?—I quite think so; and besides we, as the drafting authority which prepares the schemes, would be greatly assisted by an initiative from these local bodies. Just as in Wales it is an immense advantage to have the wish and intentions of the local people set out, not necessarily in a scheme, but in the form of resolutions, or informal expressions of their wish, so the same thing would happen in London,—these authorities would be able to send to us in the form of mere resolutions what they might wish to have done, and would leave to us the legal part of the work.

490. Do you not think that the whole system of government by and through a scheme would itself be so largely modified, and the amount of detailed provision in schemes would be so diminished, as to constitute an essential difference from the present method?—Yes, I think the schemes might be broader and simpler.

491. And more elastic?—Yes, I think so.

492. (*Mr. Llewellyn Smith.*) With reference to the mode of co-operation between the central body and the local board for London, would not your present proceedings with regard to the Aske School at Hoxton, under the Technical Board of the London County Council, be a good example?—Yes; I should be very willing to give that instance. There is a large school at Hoxton under the foundation of Robert Aske, comprising a boys' school and a girls' school, and when it was started some 20 years ago, it was extremely successful for some years; but gradually, the population which uses the schools has shifted more and more from that district into the northern and north-western suburbs, with the result, that although you have two large and well-equipped schools in Hoxton, the proportion of local children in them is extremely small. Consequently the teachers began to lose heart, and the governing body endeavoured to obtain from us power to move the schools more into the localities from which the children come, instead of bringing the children from healthy suburbs into one of the least attractive parts of London. They wished that the very few children who do attend from Hoxton should rather go north to the

more open districts. At once there arose the question, what is to be done for Hoxton? And it occurred to me that a possible arrangement would be that the London County Council might take in hand the development in Hoxton of a school suitable specially for the wants of the people who still live in Hoxton; that whereas our school was really an intermediate school not suitable for the wants of the people who still live in Hoxton, yet it was possible that here was a kind of school which would be extremely valuable there. At the same time we could not compel this endowment to do that work without putting an end to the whole of the existing organisation, and extinguishing two valuable schools. Accordingly, what we propose to do is to reserve that site from the builder if possible—for there is a large area of playground, which is a valuable thing in that part of London—and if possible, to get the Technical Board of the London County Council to take it in hand for the purpose of such a school, they might develop there for the benefit specially of the people who do live in Hoxton, and will not go to such a middle school as we have now established there.

493. And the London County Council become under your scheme the governing body?—What we propose is to make the London County Council or the Technical Board (we told them we were indifferent as to which it was arranged for) the governing body of that site and building.

494. Under a rather elastic scheme?—It is a particularly elastic scheme, and illustrates from that point of view what the Chairman was putting to me.

495. (*Dr. Wormell.*) I suppose one of the conditions being that a certain amount shall be contributed to the support of the school?—We have not specified what the amount shall be, but so long as the County Council maintains a technical school there under the scheme, it is proposed to leave them the buildings.

496. (*Mr. Hobhouse.*) I suppose that one of the reasons why you have not specified any amount is that you cannot, under the existing law, deal with a scheme with any of this local taxation money?—That is so; it is impossible for us to attach it as an endowment, and therefore it is merely a year to year arrangement. So long as the County Council chooses to maintain a school of a certain type, broadly sketched out in the scheme, so long they become tenants of the building.

497. And with regard to the character of this new school in Hoxton, will it be, in what we call in the popular sense of the word, a strictly technical school?—It is understood that it will be so.

498. Bearing upon the special industries of the district?—That is the idea.

499. (*Chairman.*) Your view is that this Central Education Board for all London should be represented upon all the local area boards of which you have spoken?—I think so, certainly, and rather influentially represented.

500. And you would sum up your view of its powers by saying that it ought to be empowered to add to the endowment of existing schools, or to combine with endowments for establishing new schools; to establish new schools apart from endowments; to give special aid to existing schools for special purposes; and to establish scholarships and exhibitions?—Yes, I think it should have all those powers.

AREA AND JURISDICTION.

501. (*Sir John Hibbert.*) What do you contemplate should be the size or number of your proposed Education Board for the metropolitan area?—I am of opinion that it should extend beyond the limits of the administrative county of London; that it should cover, in fact, "Greater London," including parts of Essex, Middlesex, Surrey, and Kent. It seems to me that it would be an almost impossible arrangement to limit the schools, which ought to be largely upon the fringe of the metropolitan area, to children within the area. There is an enormous mass of population outside the area of the administrative county, which is to all intents and purposes really metropolitan, and boys come from all sorts of distances to London schools.

502. (*Chairman.*) Should you be disposed to take the metropolitan police district, which was taken, I think, in the City Parochial Charities Act, as the marking limits within which the funds of the City Parochial Charities Act might be applied?—I am not sure whether that area does not go even too far in some districts.

503. I think that it takes in Croydon?—Yes, perhaps it does. If it does take in Croydon, then you come upon a separate county borough, and I doubt whether it could quite come in. But such places as Wimbledon, Hornsey, Willesden, and Stratford should all come in. They are really metropolitan, and their boys come in now to metropolitan schools; and I presume that it would be regarded as unfair that local taxation money belonging to the administrative county should be expended on schools which would be at least half filled by boys from outside the area.

504. (*Dr. Fairbairn.*) Would Highgate and Dulwich be included?—Dulwich is in the London area; Highgate is not.

505. (*Sir John Hibbert.*) Would not your proposal lead to a very unwieldy body, supposing that you have representatives of the London County Council, the Councils of contributory counties, the Universities, the London School Board, and teachers of secondary schools?—I should imagine that you might have a body of from 25 to 30 as the central board.

506. Then you propose that these should be merely representatives, limited in number, from these separate counties and separate bodies?—Yes. To make my meaning clearer, I might give possible figures, though, of course, they may be varied very widely; but I imagine something of this kind. Supposing the London County Council named 12, I should then suggest that half of them should not be members of the County Council, so as to give the County Council an opportunity of naming, as they do now upon the Technical Education Board, persons specially conversant with educational matters.

507. (*Mr. Cockburn.*) What is your opinion as to the tenure of office of this Education Board?—I have not gone into that question.

508. Do you mean that they should be permanent or for the length of time that the London County Council exists?—Probably it would be for the period of the London County Council—three years; probably that would be desirable. I will just go through my possible combination. I have said 12 by the County Council, of whom half should not be members of the Council. Then, perhaps, each of these contributory counties might name one; that is to say, the county council for each of the contributory counties—that gives us 16. Add six by the Universities of Oxford, Cambridge, and London. Then the London School Board, as representing the education next below what we are dealing with, should name three or four. And then I thought that perhaps there should be two representatives of the teachers of Secondary Schools in London. That would give us a body of 27 or 28 in all; but, of course, these items I give merely for what they are worth—they might be varied.

509. (*Sir John Hibbert.*) With regard to the Universities, you said that you would include representatives of Oxford, Cambridge, and London; have you thought of the difficulty which arises where representatives of the two old Universities are put upon these Educational Boards or governing boards through non-attendance?—I have heard that there is sometimes a difficulty about that, no doubt, because the Universities very often name residents at the Universities; but, of course, they are under no obligation to do so, and I know that among the governors named by the Universities of Oxford and Cambridge for the government of St. Paul's School, some are or were residents in London; and I know no reason why they should not find eminent members of the University resident in London.

510. (*Chairman.*) Is it within your knowledge that Dulwich also has representatives of the Universities of Oxford and Cambridge?—Yes.

511. And is it within your knowledge that they attend very regularly?—I am glad to hear it.

512. (*Dean of Manchester.*) Is it within your knowledge that at Manchester, for instance, they have a resident, and that he attends very regularly?—I believe so.

513. (*Mr. Yoxall.*) Is the Central Education Board for the metropolitan area to be entirely co-optative or nominative, and not to be publicly elected at all?—I am not suggesting that it should be at all co-optative, but that it should entirely consist of representatives of these bodies.

514. Purely nominative?—Purely named by these various electing bodies, that is to say, the county councils, the school boards, and so on.

515. You do not contemplate any public election of an educational body for the area?—Not a direct popular election.

516. In suggesting two teachers of Secondary Schools, do not you think that the same thing might be met by empowering the registered teachers (after the registration of teachers becomes a fact) in the area to elect?—Teachers who would be employed in the schools concerned, do you mean?

517. Yes?—That would be, probably, a convenient method of getting the vote.

518. (*Chairman.*) Do you think that it would be worth while to have a representative from the central governing body of the City Parochial Charities, inasmuch as they have a power for applying funds for these purposes?—It might be well, perhaps, to add that. I have not thought of it.

519. (*Mr. Llewellyn Smith.*) There are already members on the Technical Education Board of the London County Council representing the City Parochial Charities?—Yes.

520. (*Sir John Hibbert.*) Why do you include these portions of the four counties which are round London; is it that you propose that these county councils should give a portion of their money towards the London Board, or do you propose that they should merely be represented for other purposes?—I should propose that they should contribute rateably.

521. And on what grounds do you propose that they should contribute?—Because I think they would use the schools.

522. That is to say that the inhabitants, or the children of the inhabitants, of the counties adjoining London would use the schools in London?—Yes; the urban and metropolitan parts of these counties, which are to all intents and purposes London, should fall into the organisation of Secondary Education for London.

523. Would not that break up very much the county system? Supposing that you are going to have, as I see you suggest, a system of county boards, would not that interfere very much with the county system in those four counties?—It would no doubt reduce the educational area of those four counties.

524. And reduce their money?—Yes, and reduce their money; but it seems to me that that is the natural destination of these urban parts of these contributory counties, namely London; that they are naturally part of "Greater London."

525. Perhaps you do not know as a fact that in cases of that kind county councils often allow fees for children attending urban schools, that is to say, schools in county boroughs?—Yes, I have heard of that being done.

526. Therefore that gets over the difficulty with respect to children from the administrative county attending schools in the urban district, does it not?—I imagine that that is done usually in other cases on a comparatively small scale; whereas here it would be on an enormous scale. I believe that there would be literally thousands of boys and girls just on the outskirts of London seeking the education which would be offered by schools in the London area.

527. Perhaps you are not aware that it is done already for hundreds in Lancashire?—I am not aware as regards Lancashire.

528. I do not know whether it does not go to thousands, but certainly hundreds?—I am not aware of that.

529. (*Chairman.*) I understand, however, that you suggest that districts of these suburban counties not included within the Governmental area of the London County Council should be placed under this Central Secondary Education Board?—Yes.

530. And you instance such a case as Stratford, Walthamstow, and Snaresbrook, and all the populous region which lies between London proper and Epping Forest?—Yes.

531. It would therefore, would it not, be your view that if the Central Education Board for London had within its province that area which is not within the province of the London County Council, but in the county of Essex, the county of Essex should make some contribution?—Quite so, that is my view.

532. (*Dean of Manchester.*) I suppose you would consider it necessary that there should be a power of accommodation of these areas from time to time as the population altered, would you not?—Not only so, but I imagine that the day must come when the administrative county of London must be enlarged, and I suppose that what I am suggesting is really an anticipation for educational purposes of what must happen some day in other respects than in matters of education.

533. Your idea is consistent in fact with what you said at the beginning of your evidence, that for all these purposes there is what you may call suburban London, and you have to throw suburban London in with urban London?—Yes, it seems to me that there is a natural area within those limits.

534. (*Sir John Hibbert.*) I want to ask a question with respect to your local taxation proposal. Your proposal is that the local taxation money should be received by the Education Board?—Yes.

535. Would not that alter the intention of Parliament rather? At the present time that money is spent principally for the benefit of the industrial classes; and supposing that such a change were made as you suggest, would it not rather come to be used for what we popularly term the middle class, rather than for the industrial class?— I certainly contemplate that it should go not for technical education in any strict sense, but for Secondary Education generally, including of course technical education.

536. And that might really lead to giving the money more for literary education than for technical education?—I think largely that would be so. The money, I understand, comes as it were from all classes, and I do not know that in its origin it is ear-marked for any particular rank of life.

537. (*Dean of Manchester.*) And is it not within your cognisance that a great many people already think that the literary side of the question is somewhat neglected in favour of the technical side, and your disposition, probably, might arrange the two things better?—For some time I have been afraid that the narrower definition of technical education might be carried too far. I think that we should have, broadly, Secondary Education as the general basis.

538. (*Sir John Hibbert.*) But supposing that it was allowed that the technical education, which has been carried on by means of the local taxation money, is very beneficial to the industrial classes, by giving them a scientific training for their various callings, would it not be better that it should be still carried on, and that if you want more money for literary education you should get it in some other way?—I do not understand that it is the fact now that none of this local taxation money is being spent in aid of such schools as I am contemplating. On the contrary, it is within my knowledge that in the county of Surrey, where we made a scheme to give the Surrey County Council representation on the governing bodies of all grammar schools in Surrey, it was done avowedly, so that the county council might make annual grants to those grammar schools; and each grammar school in Surrey is now receiving yearly aid from the Surrey County Council.

539. Is not that done on the ground that they give scientific teaching for it?—Certainly, they develop the scientific side of education.

540. It is made the sole condition, is it not?—As I understand, the benefit is not limited in any way to the industrial classes, which is the word that fell from your lips.

541. (*Mr. Hobhouse.*) Such a condition as Sir John Hibbert has alluded to is rendered necessary, is it not, in the case of county councils, by the existence of the Technical Instruction Act, which only gives them legal power to devote their money to what is called technical education?—That is so; but the definition is, as is well known, an extremely wide one. It seems to me that, with the consent of the Science and Art Department, it may cover almost everything, except Greek.

542. And is it within your knowledge that many of these county councils are really assisting almost every class of Secondary Education?—It is within my knowledge, in particular, that the London County Council is now assisting a large number of middle schools in London, giving some of them as much as 500*l.* a year.

543. And is it the fact, with regard to London, that only a small portion of the local taxation fund is being devoted to technical education?—Only a small portion at present.

544. And it may very well be that there might be sufficient money to devote a portion to the literary side of the schools?—That is my belief. When I spoke of new schools being established in London, through the agency of the local taxation money, I was thinking more particularly of that class of school which we, under the Endowed Schools Acts, have but a limited power of establishing, I mean strictly technical schools or continuation schools, and so on.

545. (*Dr. Fairbairn.*) May I ask as to the relation between the two bodies, the district body and the central or metropolitan body, their respective functions and their mutual relations. You carefully defined the one, but not, I think, the other?—I think I defined what I regard as the functions of the district body, namely, to be the governing body, in the ordinary sense, of all secondary schools in the area. Then I have a central body for all London, represented on the district governing bodies, managing the local taxation money, taking a general supervision of all the schools, having power to establish new schools and new exhibition foundations, and so forth.

546. You define that body as having all the rights of a governing body?—Yes; that is rather a technical phrase for the purposes of the Endowed Schools Acts, because under the Endowed Schools Acts the governing body of an endowment has certain rights reserved to it which enables it to assist in moulding the character of a scheme, and I think that this central governing body should have just the same power in that way as the governing body of the school itself should have.

547. Would not this body be radically incomplete as regards the administration of Secondary Education in London, if the great endowed classical schools were removed from its jurisdiction; and would it really be a body that represented the organised Secondary Education of London if the principal secondary schools lay outside its jurisdiction?—I conceive that the central body, the Central Education Board, should be represented on the governing body of each of those high grade schools which have been referred to. We have ourselves proposed a scheme under which the London County Council will in future be represented on the governing body of St. Paul's School; and I think that something of that sort should happen as regards all these highest grade schools, so that they would be in touch with the Central Board of Education, and would not lie outside in the full sense of the word.

548. (*Dean of Manchester.*) I suppose you are, in short, of opinion that that would be the most delicate way of getting in the thin end of the wedge, so to speak?—I do not know that it need be in the form of a wedge.

I am inclined to rest satisfied with the moderate degree of representation which we have proposed in the case of St. Paul's School.

549. Do you know whether there is likely to be any resistance on the part of St. Paul's?—Yes, I have every reason to suppose that it will be strongly objected to.

550. Especially by somebody?—By more persons than one.

551. (*Mr. Llewellyn Smith.*) With regard to the question of the area of the Board for London, do you not think that a great deal of the difficulty which you have alluded to with regard to the suburban schools could be got over by giving a power of adjustment between the counties, that is to say, giving each county the power of making contributions, as under the Technical Instruction Act, to institutions outside their limits, but accessible to their inhabitants; possibly a *per capita* contribution on behalf of all scholars attending schools from outside; would not that meet the case?—That would be the alternative which I understand Sir John Hibbert has already suggested. I was disposed to think that the better arrangement would be to take the natural area that does now exist, which would broadly be called "London." I acknowledge that there would be some difficulty in founding ourselves on any other lines than those which exist in the limits of the administrative county, but that difficulty could be got over by such an arrangement as you suggest. I had thought, however, that it would be too complex and difficult.

552. Is it not in that way that the difficulty is got over with regard to Paris in the suburban districts?—I was not aware of that.

553. (*Chairman.*) To come back to the illustration, which I gave a few minutes ago—take the case of a place like Walthamstow—you would think it better that when this Secondary Education Board for London established an intermediate school at Walthamstow, it should be under their jurisdiction, and the county of Essex should contribute thereto in respect of having a representative upon the Central Education Board rather than pay the fees of scholars who went to that school?—Yes, I think that would make a more complete arrangement.

554. And I suppose you think it would be a simpler arrangement also?—Yes, I think it would be simpler, certainly. I may illustrate that by mentioning that when I was dealing with the school that Mr. Llewellyn Smith cited, the Coopers' School, I was told that out of 300 boys about 100 came from the Essex district outside London. It seems to me naturally that those 100 boys should be treated as in the Metropolitan area, and not as extraneous to it.

555. (*Sir John Hibbert.*) Supposing that the administrative county thought proper to have a school of their own, would not that be a certain interference with their power of having their own school?—I imagine that they would not be likely to set up an opposition school in the same area.

556. It would not be an opposition school, would it, supposing that they provided for the wants of their own county?—I imagine that there would be legislation in this matter, and that for the purposes of Secondary Education this urban part of the county of Essex would be excepted from the county, and that the Education Authority would be then the London Authority, and not the County Authority.

557. (*Chairman.*) Because, in fact, it had been transferred for the purposes of Secondary Education from Essex to London?—Yes.

558. (*Dean of Manchester.*) Is it not your opinion, then, that there would be less likelihood of anything like this antagonistic principle to which Sir John Hibbert has alluded, if these districts were so formed as to take in all interests that were likely to be served by the scheme of Secondary Education?—Yes.

559. (*Chairman.*) But you cannot do that completely in the neighbourhood of London, because a good many boys come from a distance of 20 to 25 miles?—Quite so; you could not make it quite perfect.

560. Would it be part of your view that the central education board should be in some respects a body to which appeals would lie from the acts of the local governing bodies for the areas. Supposing, for instance, that they were making arrangements for the endowments of schools within their own district, which gave dissatisfaction, would you allow an appeal to the central body?—Yes, I think that would be well.

561. (*Mr. Yoxall.*) You were talking of a central education body for the metropolitan and suburban education area; would you give that body power to modify and re-adjust an existing educational endowment within the area of the body itself?—As regards endowments I presume at present, the continued existence of the Endowed Schools Act in the hands of some administrative body, but I have not contemplated that the jurisdiction over those endowments should be taken away from the body to which Parliament has entrusted it.

562. (*Chairman.*) Would it not soften any such antagonism or competition as Sir John Hibbert referred to, if the central education body had power to transfer an endowment from a part of London where it was comparatively useless, to such a new populous district as the part of Essex which you have suggested?—No doubt it would.

563. That would be a way of inducing the suburban counties to co-operate with the scheme, if there was a prospect that the endowments might be made to follow the population?—Yes.

564. (*Sir John Hibbert.*) Have you contemplated that your schools, which would be under this central board, would give education to the industrial classes in the evening?—I think that there should be schools of all grades and kinds. We are in the habit already in not a few of our schemes for London schools of giving power to apply a certain amount of the said endowment to the maintenance of evening classes in school buildings, and those evening classes are of course for the industrial classes, even where the day school itself is for a higher grade school.

565. (*Mr. Llewellyn Smith.*) Has that power been much used?—I am not able to say at present.

566. (*Sir John Hibbert.*) Would not that result, unless some provision is made for evening teaching, in a great part of the money going really in aid of middle class education?—I think that a great deal of it should go for the purposes of strictly technical schools of the kind which, in answer to a question from Mr. Llewellyn Smith, I endeavoured to describe at Hoxton.

567. That is a day school, is it not?—No. I believe that they are going to maintain an evening school there.

568. (*Mr. Cockburn.*) But that would be for schools with a fee of not less than 3*l.* a year, I understand?—No, the school that the London County Council will maintain at Hoxton will, I have no doubt, be a very much cheaper school than that.

569. But I understand you to describe these secondary schools to be schools in which in your judgment the fee need not be less than 4*l.* a year?—That was the secondary day schools.

570. If this local education board attach the whole of the money and give it to those secondary schools, it would go, would it not, to the schools which only adopt the minimum fee of from 3*l.* to 4*l.*?—I never contemplated that.

571. What else would it go to?—To such schools as this very school which I am referring to in Hoxton, which I hope the London County Council will maintain, and which will be in the main a night school for persons engaged in the industries of the district. I believe that the London County Council are not sure whether they will maintain a day school or not; but primarily it will be for a night school. I imagine that school will be an expensive kind of school, a very considerable amount of money from the local taxation fund will have to be devoted to its maintenance.

572. But in so far as it will be applied to day schools, it will be schools of a minimum fee of 3*l.* to 4*l.* a year?—In this particular case the fee will depend upon the London County Council; we have not tied them.

573. (*Chairman.*) What amount of control do you propose giving this central education board over such schools as Westminster, St. Paul's, and Merchant Taylors'?—I had not thought of more than a mere representation on the governing body.

574. You have not contemplated such things as inspection or any share in conducting the examinations?—No, I have thought that that would scarcely be wise.

575. Or the awarding of scholarships or exhibitions to be held at those schools?—Exhibitions and scholarships from other sources to those schools, I think certainly the central board might have to do with.

576. But not direct control over the schools themselves?—No, I think, myself, it would be well to leave those few first grade schools to be managed very much as they are.

577. (*Dean of Manchester.*) They have all come under some new schemes in later times, have they not?—Most of them. The Merchant Taylors' School has not, for the reason that it is mainly, if not wholly, maintained out of the corporate revenues of the Merchant Taylors' Company.

578. So that they have been remodelled generally?—That particular school is entirely under the Merchant Taylors' Company, and we did not in any way remodel it.

579. (*Mr. Sadler.*) With regard to the influence of teachers in the administration of schools, at present, as each school may be called a separate organism, the teacher as such has naturally a considerable voice in its administration. Under your scheme, as I understand, the schools in the locality will be massed together in large numbers under the direction of the local educational board, on which the teachers would have no direct representation, and the teachers would again have only a small representation on the central board, which again would have very little concern with the details of the policy of the administration of the separate schools. Under the circumstances, do you think that it would be advisable to secure a larger measure of the expert opinion of the teachers on the directing bodies?—That question would point to the presence of a teacher himself or teachers on the board?

580. Yes.

581. (*Mr. Lyttelton.*) Or else a representative elected by the teachers?—A great deal turns upon that, whether the teacher himself is to have a seat upon the board. It is almost impossible, it seems to me, that a teacher of a school in London could come wholly unbiassed to questions of areas, fees, and so on.

582. (*Mr. Sadler.*) I did not confine myself to that; but I am asking whether, under the scheme suggested by you, the teacher would really be losing part of the influence which he at present enjoys, and whether he should not be compensated for that by direct representation under the changed system?—Your suggestion is that, where a governing body have four or five schools, and, therefore, four or five head teachers, the position of the head teacher would be less powerful than it is now?

583. He would have less voice, not only in the direction of the policy of the school, but in the modification of its curriculum, possibly?—I do not see that he would be in a worse position if he was a servant of a governing body which had three or four other schools.

584. (*Mr. Lyttelton.*) Would not your district governing body be almost obliged to take in hand a great many matters which are now left to head masters, because a great deal of what they now do will be managed by the central board?—I do not think that there should be much management of schools by the central board.

585. All the financial part will be in the hands of the central board—all the endowments?—I think not. I suggest that each school with its endowment should be under the district governing body, and the finance would be in the hands of that district governing body. I do not imagine that this larger body should manage the details of the finance of the individual schools.

586. (*Mr. Yoxall.*) But where now the head master sits at the meeting of the governors of his school, under your scheme neither of the head masters of the four or five schools grouped together under the local governing body would sit at meetings of the local governing body?—What would happen, as I have indicated, would be, that the governing body would split up into committees, and each of those committees would be as free to communicate with the head master of its particular school as now.

587. Would you not be in favour of making them more free, or in a sense less free, by laying it down as a rule, that in the case of the committee of each individual school, the teacher of that school should be present at the meetings by right?—I do not think I should say that he should always be present; you could never speak of a head master if he were.

588. As a rule?—I daresay it is usual now for a great deal of the business, and that custom might continue.

589. (*Mr. Sadler.*) But you think that it would conduce to the smooth working of the scheme that the governing body should be itself kept continuously acquainted with the expert opinion of the teachers?—Yes.

590. (*Dean of Manchester.*) As I understand, your representation of the teachers is distinct from the representation by the teacher of that school on the governing body. You would have representation of teachers *quâ* teachers, as a profession?—Yes.

591. But you would not necessarily put the head teacher, or rather you would necessarily not put the head teacher, upon the governing body of his own school?—No, certainly not.

592. I suppose you are well aware that it is not customary to put the head teacher, whoever he may be, upon the governing body; he is an assessor, and is present at all the meetings, but he is not put on the governing body of his own school?—It is the common form of our schemes, I may say, to direct that no master of the school shall be a governor.

593. (*Mr. Llewellyn Smith.*) Is it within your knowledge that in the case of King Edward's Schools at Birmingham, there is an advisory council of the head masters of the different schools?—I have heard that.

ORGANISATION IN THE COUNTRY.

594. (*Chairman.*) We might now pass to the rural districts. Would you indicate to us in what way you think that the educational control and management of rural areas ought to be arranged?—The first important consideration to my mind is that the area should be sufficiently large. And here, again, I have no doubt that we add to our difficulties if we get beyond the limits of counties and county boroughs; but I should regard it as a great misfortune if—say in organising for Kent—a town of a moderate size like Canterbury is to be treated as a separate unit.

595. In other words, you would merge at any rate the average county borough in the county?—Certainly. I should say there ought to be very few exceptions to that. There are some few very large towns which probably must remain as separate units.

596. Could you name a limit of population which you think should entitle a county borough to remain an independent unit?—I should again say about half a million.

597. That would cover only two. Would you not consider that Birmingham, for instance, should remain an independent unit?—Birmingham was rather in my mind; that is about the size of town that would probably have to be treated separately.

598. (*Mr. Cockburn.*) And close on the heels of Birmingham is Leeds. If you admit Birmingham, you would have Leeds to reckon with?—I am aware of that difficulty, but speaking generally, I mean a town of first-class magnitude.

599. (*Chairman.*) And as regards a county borough within a county, you would leave that, I suppose, such power of organisation as it has *quâ* municipality, although you make it for some things also a part of the county?—Yes I do not imagine myself (I cannot speak from a wide experience as yet) that there would be much difficulty in fusing the interests of counties and boroughs. We have had one example already in the case of Northampton. The county of Northampton and the borough of Northampton combined in coming to us to say that they wished each to contribute 400*l.* a year to the maintenance of the Northampton Grammar School if we would re-arrange it on certain lines. That is going forward; the scheme has been approved by the Education Department, and will no doubt soon become law.

600. They were to contribute to the local grammar school out of the local taxation funds?—Yes; 400*l.* from the county and 400*l.* from the town; that is added to the endowment of the school.

601. With regard to counties, would you make each county an administrative Secondary Education unit, or would you group counties?—I should like to group counties. And here, again, I think probably there would be no great difficulty, if I may judge from what experience I have. For some time one of our difficulties in the county of Kent was a large college building in the little town of Wye.

602. (*Sir Henry Roscoe.*) Is that an agricultural college?—It was known as the college of Wye; it was some 200 years old or more. It was almost impossible to find any good purpose for it, and in fact, Wye, which is a very quarrelsome little place, was always quarrelling over this building. It was partly occupied by an elementary school. The counties of Kent, Surrey, and East Sussex combined with us to enter into an arrangement by which, if we could make over to them that building, they would maintain therein, out of their local taxation funds, an agricultural school and college. Ultimately East Sussex fell off from the arrangement for reasons of its own; but Kent and Surrey have remained firm to it, and the scheme has now been approved by Her Majesty. That is to say, there is this combination; we contribute a building which, for our purposes was almost derelict, but at the same time is a good building and a valuable one; the two county councils contribute between them 4,000*l.* a year or so for the maintenance of a school and college of agriculture primarily for the counties of Kent and Surrey. They came forward and went hand in hand with us with that result.

603. (*Chairman.*) It would not follow, would it, that because counties were willing to combine for a particular and specific purpose like that, common to both, you would get counties to work together generally for educational purposes, any more than two merchants who unite together for some particular mercantile transaction in what is called a joint adventure, would be willing to become partners with one another?—I am speaking rather from small experience upon this matter, but so far as it goes, it goes to show that counties are willing to work together. I cannot carry it further than that.

604. Would you give us, by way of illustration, some suggestion as to what counties you consider groupable for that purpose?—Dealing with south-east England I should naturally suggest Kent, Surrey, and Sussex as an area. Whether I should add anything to that, say, Middlesex, I am not sure; but it does so happen that I have another instance of similar co-operation between two counties, at Egham, where also there is an institution, which it was difficult to know what to do with. The result of a scheme, which we have now in hand in conjunction with the county councils of Surrey and Middlesex is, that those counties agree to contribute some 500*l.* a year for the maintenance of a school at Egham for the joint benefit of the two counties.

605. (*Sir John Hibbert.*) Is that a grammar school?—No, it is not by foundation a grammar school.

606. (*Chairman.*) It appears to me that your argument might almost be turned the other way; that if counties are willing to combine for definite educational purposes of this kind wherever there is a joint advantage, it is not so necessary to unite them permanently?—No doubt it points that way also, that they will do it if it is desirable, but I do not know that that would happen everywhere. The experience which I have had has been no doubt favourable to voluntary action; but whether one can carry that all through England, and say that there will be similar voluntary action I very much doubt. What one wishes to avoid is organisation over too small areas.

607. That was the difficulty which led the School Inquiry Commissioners to recommend provincial boards, was it not?—No doubt; and they suggested, if I remember aright, the Registrar-General's divisions, which cover roughly three or four counties; and, in default of anything better, I should take that. But I think it is possible that some other counties might group themselves together more naturally than would be the case under that arrangement.

608. Do not you think that the result of creation of county representative government has been to develop a more marked county feeling, and that the habit of administering the local taxation grants renders the county a stronger unit for this purpose now than it would have been in 1868?—I am aware of that difficulty. I see that. All that has happened lately has gone to emphasise the county as the natural area, no doubt.

609. But at the same time you feel strongly the evils involved in small counties, particularly agricultural counties, each endeavouring to start an educational machinery in its own behalf?—Certainly, and there would be a great deal of discouragement and failure probably.

610. Do you think that that could be modified by the creation of a central education authority for the whole country?—I suppose that is possible, but I have not in my mind any definite idea as to what the power of such a central educational authority should be over local authorities.

611. Do you think from your experience that if, seeing these difficulties, legislation were to provide that counties might unite or group themselves for the purposes of Secondary Education, rather than compel them to do so, that power would be taken advantage of by the counties?—Yes, I suppose it would. I should imagine that as regards legislation it is more likely that we should come to some such form as that, that it should be to a large extent a voluntary arrangement, except as regards some small midland counties like Huntingdonshire. I do not suppose that anybody would conceive that so small a county should organise its Secondary Education independently.

612. (*Dean of Manchester.*) Then you would have a sort of permissive legislation giving permissive powers?—I imagine that that would be the most easy thing to get through Parliament.

613. (*Sir John Hibbert.*) They have a permissive power now to unite, have they not, because you have given three instances of it?—Yes, I believe so.

614. (*Mr. Llewellyn Smith.*) A permissive power of that kind would cover the case of grouping counties; but it would not cover, I understand, your proposal for London to take parts of the four adjacent counties?—No, I take London separately. My idea is that half a million is as large an area of population as could be well dealt with by one authority.

615. (*Sir John Hibbert.*) But you are proposing a central education board for about five million people?—Yes, quite so, with subordinate boards for every half million.

616. (*Chairman.*) Will you give us your views as to how a district or provincial authority (since you prefer that to the county authority) for educational purposes must be constituted. You would make it consist of persons elected by certain authorities?—I should go first to the county councils and county boroughs concerned, and take representatives from them in proportion roughly to their contributions under the Local Taxation Act.

617. Would you take the basis of contribution rather than the basis of population?—I imagine that they run very much together.

618. Generally, but not quite always?—On either basis the county and borough councils should obviously be represented.

619. What else?—Then I should bring in, to represent the higher education, the universities and university colleges; in some cases only university colleges, in some cases universities, and in some cases both. Then I feel a difficulty about the representation of elementary education on composite boards of this kind. I believe in Wales they have preferred to have an elaborate arrangement for election by elementary schools over large areas; whether that will work well or not, I do not know, it is very complex. I should rather suggest something simpler, and in order to have the point of view of elementary education represented at a board of this kind it has occurred to me that it would be enough perhaps to have on the board the chairmen of the leading school boards in the area, as for instance the chairmen of the school board of each county borough, which would give us an element of two, three, or four representatives of elementary education, and presumably men of ability.

620. (*Dean of Manchester.*) Surely you do not mean to say that this board should be constituted of persons chosen by the chairman of the school board?—No, not chosen by him. What I intended was that the chairman of each borough school board in the area should have a seat *ex officio*.

621. You do not think that the vice of *ex officio* chairmanship is a very serious matter?—The chairman of the school board is a representative officer.

622. (*Chairman.*) Is there anything you wish to add on this point?—I think that the teachers of secondary schools should be represented among them in the same way as in London.

623. (*Sir John Hibbert.*) What do you contemplate the population of a county should be in order to give them their own autonomy?—I should think such a county as Lincolnshire, which has three county councils in it, besides the borough council of Lincoln, might possibly be a single area.

624. Do you know what the population of Lincoln is in the whole of the three divisions?—I cannot say I am afraid.

625. I thought perhaps you might have suggested a limit of population. You have given the population of a county borough as half a million?—Yes.

626. Do you take the same population for a county?—I do not think that that would be at all a bad figure to take.

627. You suggest that counties below a certain population should be grouped together. I do not know whether you are aware that there is very great objection entertained by counties as well as by other smaller areas to being grouped compulsorily?—I am not surprised to hear it.

628. Would you be surprised to hear that the proposed grouping even of parishes was obliged to be given up in the Local Government Act of this year?—I believe it was so.

629. Is it not likely that the compulsory grouping of counties would be just as objectionable?—I should hope that the objection would not be carried so far as that a single county, as in the instance of Lincolnshire, divided into three areas, would still not be able to unite for the purpose of Secondary Education.

630. My question does not go to Lincolnshire, those areas are three parts of the same county ?—But they are three separate counties.

631. Or to Sussex even, which has two councils ; it has reference rather to the compulsory grouping of any two separate counties—whether it would not be better to leave it to the counties to combine voluntarily, as they have done for these purposes in the three cases you have mentioned ? —It would no doubt be easier ; and of course, I am not in a position, as a member of Parliament is, to judge of the extreme difficulty that there is in combining areas. I rather put it out that educationally it would be a good thing if it could be done.

632. Is it not necessary to think of other things besides the educational effects ?—No doubt, but I should leave that to the Legislature.

633. (*Mr. Cockburn.*) Such, for example, as rating. I suppose you would vest in these bodies the existing power of rating under the Technical Instruction Act ?—If I am asked whether I should vest in these bodies the powers now exercised by the county councils and town councils, of raising a rate for technical education, I should say broadly that it would be better that it should be so.

634. That would make your combination a little more difficult if possible, would it not ?—It might.

635. (*Dean of Manchester.*) I see the difficulty that Mr. Cockburn has raised. It would complicate the thing exceedingly, if they had the laying of the rate rather than the county council, which is the authority for laying the rate. I should have thought that that would have been best met by their being contributory. That whatever county council was inside your particular area should contribute to the general fund. Not making the central body the authority to lay the rate, but leaving the county council to continue laying the rate ?—I have not thought that question out.

636. (*Mr. Hobhouse.*) Does not a further difficulty arise with respect to combination, from the fact, that some counties give the whole of the local taxation grant to educational purposes and others only a part of it ?—But I presume that the whole of it will by legislation be made educational.

637. (*Dean of Manchester.*) You would take it all ?—Yes, take it all everywhere.

638. (*Mr. Llewellyn Smith.*) And the whole of it, both for technical and Secondary Education, would be administered by these bodies ?—Yes.

639. You would not have two authorities ; you would assimilate any authority under the Technical Instruction Acts, and under the Secondary Education Act ?—Yes.

640. (*Mr. Sadler.*) But if the amalgamated counties as such contributed a portion of the endowment, and then one of the amalgamated counties decided to withdraw a part of its rate, might not that very much embarrass and possibly upset its educational policy ?—I am presuming that the endowments can only be dealt with by a central authority.

641. If, as the Dean of Manchester was suggesting, the various co-operating authorities were each to contribute their quota, might not the sudden withdrawal or lessening, on the part of one of those bodies, of its contribution upset and change the general policy of the amalgamated authority ?—The rate, I presume, could be raised from year to year, and might at any time be altered or stopped.

642. I ask the question because it seems to me that possibly you were suggesting a policy which would be based on rather an unsubstantial financial foundation ?—I must say that I have not paid much heed to the rate for technical instruction. I do not know that there is any county out of Wales that raises the rate, and I have thought that ever since this local taxation money has come in it has practically put an end to the prospect of raising rates for Secondary Education in rural districts.

643. (*Chairman.*) What, in your view, would be the relation of these district or provincial authorities to the governing bodies of endowed

schools within their area; do you propose, in other words, to have anything within the area intermediate between those authorities and the governing body of each particular school, or do you propose to group a number of schools under a local governing authority similar to that which you have suggested in the case of districts of London?—I should only do that in the case of a borough possessing a sort of gradation of schools. For instance, if we had in a county town one first grade grammar school and perhaps another boys' school of a lower type and a girls' school, I should certainly aim at having one local governing body for those schools on the same principle as in the districts of London.

644. That is to say, that in boroughs where there were several endowed schools you would consolidate the different governing bodies into one?—Certainly, just as is now the case in Birmingham and Bedford.

645. That is to say, that the London principle would be applied *mutatis mutandis* in a borough?—Yes.

646. Would that apply also where there were several endowed schools within what might be called an area of similar conditions of no great size, in the rural districts?—I think they would have to lie very close before we could do that with advantage.

647. (*Sir John Hibbert.*) Is it not desirable in any fresh change, in creating new authorities, to keep, as far as possible, within the areas of the present local government?—I quite see that it would greatly facilitate any legislation if we could keep within those areas.

648. You propose to merge county boroughs into counties, with the exceptions of places of over half a million population; would it not be possible, in your scheme, to give all county boroughs within a county the same position with respect to Secondary Education, and to make district governing bodies in each county borough rather than to merge them altogether for all purposes in the county?—I think the other is the better plan, I am bound to say. I think that educationally we have the best results if we have a complete merging.

649. Is it not the fact that very often when you constitute a governing body for certain purposes, it draws forth a public spirit in aid of those purposes?—Yes.

650. Would not the fact of giving county boroughs responsibility with regard to such duties as you propose have a tendency to draw forth that public spirit?—Yes, but I should hope that that public spirit might be drawn forth over large areas as well as over small ones.

651. (*Chairman.*) Would not what Sir John Hibbert suggested to you be accomplished by your reconstitution of the governing bodies for endowments in those county boroughs which have more than one education endowment?—Yes, it would be largely so, no doubt.

652. It is part of your scheme, is it not, that one governing body should be appointed for every borough containing more than one educational endowment?—Yes.

653. And it is also, I suppose, part of your scheme that the new governing body should have the same power of co-operating with, let us say, proprietary schools or other educational institutions, as you sketched in the case of London?—Yes.

654. (*Mr. Cockburn.*) Where school boards have established a secondary school of their own, and have built and equipped it, would you propose to take it away from them and place it under your governing body?—I was under the impression that they were prohibited by law from doing that.

655. Such an opinion as that would hardly be in accordance with the facts as they exist to-day, I think?—I am taking it on the legal basis. I imagine that a school board can only spend a rate upon public elementary schools.

656. School boards being quite at liberty to provide and conduct schools which are in no way distinguishable from secondary schools, and to pay

for their provision and maintenance out of the school fund, you would not propose, if there were a secondary school established by them, to take it away from them?—No, I imagine that a school board must manage its own work; but I should have thought that they ought to be kept to their own proper limits.

657. (*Mr. Sadler.*) Would you give the provincial boards power of inspection or interference with the first grade schools, the nine great schools?—There are certain schools, I think, of unquestionably first grade character which, again, would have to be treated somewhat in the same way as certain schools in London, more particularly if they were boarding schools. There is no doubt, if you take, for instance Uppingham, that Uppingham is in no sense a Rutland school; it is a school for all England and any part of it. The same thing is true of many other schools such as Felstead School in Essex, and Aldenham in Hertfordshire, and so on. Probably you would find very few Hertfordshire boys in Aldenham School; they are mostly Londoners, I dare say. I cannot regard those first-grade boarding schools as having any close contact with any particular county.

658. Or any provincial area?—No, I think they stand separate and really on the same basis as the great public boarding schools.

659. But in London I understand that you would entrust the Central Education Board with some power over such a school as Westminster?—Yes.

660. (*Chairman.*) I understood you to say no, that the Central London Education Board should have no power over such a school as Westminster except to appoint a member of the governing body?—Yes, I mean to that extent only.

661. (*Mr. Sadler.*) To continue that point, what board in a provincial district would you propose to set up analogous to the Central Board of London?—This board which I have been speaking of.

662. Then you propose that it should appoint a representative on the governing bodies of the first grade schools?—Yes.

663. (*Chairman.*) Would you carry that so far as to let the Berkshire Board appoint a member of the Governing Body of Eton?—Eton is altogether beyond our ken; it is not even under the Endowed Schools Acts, and I am bound to say that I am limiting myself always to the Endowed Schools Acts.

664. (*Mr. Lyttelton.*) I think you said that you would consider that the boarding schools naturally would be treated differently. How would you treat such a school as Cheltenham, which is largely a day school?—Cheltenham is not a school under the Endowed Schools Acts; it would be on the same lines as other schools that we have been referring to which would come in voluntarily if they chose.

665. (*Dr. Fairbairn.*) Would it not enormously impoverish the boards constituted to supervise Secondary Education by withdrawing to the extent that you do the first grade classical schools from their authority or province?—With regard to these first grade classical boarding schools in the country, their situation is almost accidental you may say; their touch with the counties in which they are situated is often very slight.

666. My reason for putting the question is this. As you have unfolded your scheme, it seems to me to leave so little Secondary Education of a literary kind in the hands of the provincial boards and local governing bodies that it would of necessity become almost purely technical?—I do not think that the grammar schools generally are over technicalised at all. Most of the grammar schools that would come under such a body would be literary schools to a large extent.

667. Have we not to study also the permeation downwards of the influence of the higher schools?—I imagine that that would always exist as long as there were scholarships leading up to these higher schools.

668. Affecting governing bodies as well as pupils?—We have to think what is the best governing body; and I doubt whether it could be said that the best governing body for a first grade school of the highest kind would be of identical constitution with the best governing body for, say, a technical school for the industrial classes. If one looks at the two extremes, one sees how very different the work to be done is.

669. (*Mr. Sadler.*) Might you not attract to your provincial boards a better type of men if you gave the board some regard for first grade education, and did not exclude the latter from its purview?—I do not think that first grade education would be wholly out of their ken; in large country towns there is a municipal school which is partly first grade and occasionally sends a boy to the universities, but is mainly what would be called commercial, and those schools would all be within the organisation that I suggest. I am thinking of those schools which are mainly in close connexion with the university when I speak of an exception.

670. (*Dr. Fairbairn.*) So am I. But it is exceedingly necessary, is it not, that the Secondary Education should be so unified that it be not divided into two distinct water-tight compartments as it were?—I quite agree that it should not be so distinct as that.

671. (*Dean of Manchester.*) May I ask again, apropos of all this, is it not the fact that these governing bodies of the schools which you say lie outside your consideration for the moment, for instance, Rugby, which you truly say is no Warwickshire school at all, have been one and all remodelled within recent times?—Yes, I think all the endowed schools.

672. I want to ask you one question which has occurred to my own experience. You remember the case 25 years ago when Sir James Kay Shuttleworth and I and one or two others got a new scheme for Burnley Grammar School?—I was not a Commissioner at the time.

673. Are you aware that a school like that has not answered the expectations of us who were in at the reform of it, and that probably the Burnley people, a great many of them, would rather resort to the Manchester Grammar School than be at Burnley. And therefore I should have thought that your idea of large areas, even embracing some large county boroughs, might be a better idea than the idea of making every county borough of so many people into a district of its own?—Certainly.

674–5. (*Sir John Hibbert.*) I should like to ask a question following the Dean's question. May it not be the fact that many of these boys go to Manchester Grammar School for social reasons rather than educational ones?—I have no doubt that social considerations very widely affect the choice of schools.

676. (*Dean of Manchester.*) Is it not within your cognisance that there are no social distinctions whatever at the Manchester Grammar School?—I believe the Manchester Grammar School is to an exceptional degree one in which social classes are mixed.

677. (*Mr. Sadler.*) In some areas I imagine that it might be desirable to plant down a first grade school, might it not?—For the most part England is fairly well supplied with first grade schools.

678. But it might be desirable if there were an increase of population?—Yes.

679. Would it not be well to have on your provincial boards some persons experienced in the work of first grade schools, so that the authorities might in some degree be guided by them?—On my provincial boards there would be representatives of the universities representing the highest education.

680. But only as distinct from the first grade schools?—They would not have them under them.

681. Eton and Rugby, for instance, would not be represented?—No, they would not,—being under a different jurisdiction.

682. (*Mr. Cockburn.*) You mean the provincial authorities to be the scheme forming and scheme reforming bodies apart from the Charity Commission altogether?—I think that what I have suggested for London would apply also in rural districts, namely, that they would have power to add to the endowments of existing schools, and in that case what they added to the endowment (I mean permanent endowment) would fall under the law governing the endowed schools; but they would have power to establish new schools apart from endowment, and, if they did that, I think a much simpler procedure would be sufficient, namely, that they should simply publish and circulate the scheme and let the world know what it was, and let the central official authority, (the Charity Commissioners or whatever it may be) have an opportunity of criticising it. Then, if the scheme is approved by the Minister of Education, I would have it take effect at once.

683. Then you still retain somewhere the power of hanging up schemes, the same as exists to-day?—I am not sure that I understand what you mean by the power of hanging up schemes.

684. Your Commission, I understand, had a scheme seven years ago for the Leeds Grammar School, but it has never become effective. Would you still have the same power of hanging up schemes somewhere (I am not going to say where) existant in the future as to-day?—That power of hanging up schemes, as you call it, would only apply to schools under the Endowed Schools Acts; it would not apply at all to new schools, because they would not go through that procedure. The procedure in that case to which you have referred was this: that we submitted the scheme to the Education Department, and the process which you describe as hanging up happened there.

685. But you would have that power perpetuated?—I suggest that schemes prepared for new schools out of the local taxation money by provincial authorities should need no more than the fullest publicity, and thereafter approval by the Minister of Education might take effect with no more formality.

686. (*Mr. Llewellyn Smith.*) It should not be laid on the table of the House?—No, it should escape the whole of that. Let the Minister of Education approve of the scheme, and then I would have it law.

687. (*Mr. Yoxall.*) In suggesting that the chairman or other member of the school board of the county borough would represent upon the provincial board the interests of public elementary education as connected with education in secondary schools, do you not omit to recognise there the fact that the majority of pupils in public elementary schools are taught under authorities that are not school boards?—I am of course aware of that, but it is extremely difficult to get anything like representation all through a country area, and what is wanted is not so much representation pure and simple (that I think you get through the County Council) but representation of the attitude of those concerned in elementary education; and that, I think, you would get by two or three members of school boards.

688. The school board only?—I do not see quite how to bring in voluntary schools. If I saw a simple process of doing so I should suggest it.

689. (*Dean of Manchester.*) You would not necessarily confine yourself to the chairman of the school board, would you; because the chairman might be the most unsuitable person?—A representative would do; I do not lay stress upon that.

690. (*Mr. Lyttelton.*) You were speaking of the boarding schools in connexion with the university being naturally excluded, I understood, from the action of the county bodies?—Except so far as the county body would be generally represented on the governing body.

691. Have you any means of drawing the lines and showing what the representation would be. Would it be possible to take schools represented at the Head Masters' Conference while boarding schools are selected.

because they are in connexion with the university?—I imagine that of the schools represented at the Conference there is a wide distinction between what I may call the top schools and the bottom schools on the list. I should think that the list would cover too many. I was thinking of those schools which are really rather national institutions than district rural schools.

692. (*Mr. Sadler.*) But a few might have local responsibilities, might they not?—I think they should to that extent be localised,—that they should have some representatives of the local authority upon the governing body.

693. (*Chairman.*) It is within your knowledge, I presume, that in rural areas the existing Secondary Education endowments are often not placed where they are most wanted?—Undoubtedly.

694. Would you give a power to these provincial educational authorities only to propose, or themselves to carry out, changes in the local application of an endowment, so as to transfer the endowment from a place where it is of little use, to a place where it would be more useful?—I think that in the present state of public opinion it would be absolutely necessary for a purpose of that kind, that a scheme should be proposed and be liable to objection. I doubt whether the public is prepared for any stronger measures than those which are now taken.

695. But I presume that you would give an initiative in starting such a proposal to this provincial authority?—Quite so.

696. Would you allow them to submit a scheme or proposals for a scheme to the central authority, whatever it might be?—Yes, certainly.

697. And is it your belief that it might be much easier to carry out such a transfer of endowment on the initiative of the provincial authority than it is now for the Charity Commission to do it?—Yes. I may say that for the Charity Commission to do it alone on any considerable scale is impossible. I am afraid that I am not sanguine of the power of the local authority to do it; but still it would be in a better position to try.

698. But it is a crying evil, is it not?—Undoubtedly.

699. (*Dean of Manchester.*) Do not you think that public local opinion unfortunately is more set against this than it used to be?—I think it is quite as active as it ever was on that point.

700. (*Chairman.*) Do you think that this opposition arises to some extent from jealousy of central control in London, and that there would be less jealousy of a local authority?—I think so; but by way of illustration of the difficulty, I may mention that quite lately, in the latter part of last year, we were set in motion about a small grammar school foundation in a midland county, and the county council of that district expressed itself as desirous that we should move the grammar school part of the endowment some 8 or 10 miles from a poor village, where it now is, to a growing town. The parish at once met and rose like one man, and sent us its protest; and I may say that I have pleaded the existence of this Commission as a reason for deciding that for the present the question may stand over.

701. But supposing that there had existed such a provincial authority as you contemplate, you would, I presume, have referred that question to the provincial authority?—Certainly; their co-operation would be sought. No doubt everything is more suspected if it comes straight from a central authority.

702. And the experience of the county council proposition in that case made you think that the opinion of the county at any rate would have been rather in favour of the transfer, although no doubt the parish would have been unwilling?—Undoubtedly; but under present arrangements, if the matter should go ultimately to Parliament, I am not at all sure that the cry of the village would not prevail over the opinion of the county council.

PROMOTION OF SCHOLARS FROM ELEMENTARY TO SECONDARY SCHOOLS.

703. What is your view of the methods in which promising boys may be carried on from public elementary to higher schools?—This is a matter in which we have had considerable experience, and we have taken broadly the qualification of attendance at a public elementary school as covering the requirement in many of the foundation deeds in respect of regard for the poor. I do not mean to say that the class is exactly the same now, taken as a whole, as it was 20 years ago; there has been a tendency no doubt in recent times for children of rather a better class to attend elementary schools than did before; but broadly, we take it as representing the non-wealthy class, and we have missed no opportunities, I think I may say, of providing scholarships to take boys and girls from public elementary schools to schools of the grade next above them. I do not know that it can be said that the provision has worked otherwise than satisfactorily on the whole, but there is the great difficulty that children go from the elementary school at too advanced an age to make the best use of a higher grade school. Naturally if the scholarship is the first prize in the elementary school one would say that the head boy should be allowed to win it, and it seems rather hard that a boy lower down in the school should be preferred. Yet, I think experience shows that if a boy goes first to a public elementary school and then at the age of 13 to a secondary school, he has been trained too long on somewhat narrow lines, and finds it difficult to adjust himself to the wider range of the higher grade school. I have heard a good many teachers say that they would like, if possible, to take these children, at any rate, at 11 at the most, perhaps at 10 years of age. I find it difficult to arrange any plan by which children shall be selected at so early an age as 10 or 11, before they have exhausted the standards of the elementary school. Moreover, I have had cases mentioned to me in London of the abuse of scholarships in this way; that a child having been at an elementary school till 13 or 14 years of age, then goes to a higher school for two or three terms only, with the object not so much of improving his education, as of being able to pose afterwards as not a public elementary school child, but a grammar school child. Parents send their children just to finish with a scholarship at the higher grade school, not with any direct educational object but, as it were, for the social advantage which is supposed to be got.

704. (*Sir John Hibbert.*) Do those cases refer to children going with a scholarship?—Yes, to children going with a scholarship from an elementary school to a higher grade school.

705. (*Chairman.*) So that in point of fact no great educational effect follows?—Practically none probably, but only a little smattering of a few subjects, which, unless studied for more than a few terms, are practically useless. Therefore I am afraid that a good many of our scholarships, however well meant, fail of any considerable educational result for that reason. I do not know what remedy there is for it, except some means of taking boys or girls not at the top of the school, but at some intermediate point.

706. (*Mr. Lyttelton.*) Is it not denied by some masters that you can test a boy's capacity at the age of 10 or 11?—Yes, that is the other difficulty, that it is almost impossible at that early age to choose a boy of promise sufficiently well to justify the giving of a very important reward.

707. (*Chairman.*) But your objection also rests upon this, does it not, that the kind of education and the method of education which is given during the last year at an elementary school is not so good a preparation for the ultimate pursuance of Secondary Education as a transfer at the age of 11 or 12 would have been?—Exactly.

708. (*Mr. Lyttelton.*) Would not the difficulty be partly met if the scholarship was only given on the condition of a certain term of residence at a secondary school?—I have heard that in some cases an attempt has been made to make the parent enter into a bond that the child should stay a certain length of time. But such a bond cannot be enforced.

709. (*Mr. Cockburn.*) To what age are you contemplating that these boys should remain at a secondary school?—The teachers all tell me that they should come in, if possible, at the age of 10 or 11.

710. Up to what age would they remain?—In these secondary schools 17 is about the average maximum limit; but many go away at the age of 15 or 16.

711. (*Chairman.*) Have you had statistics or other information with regard to the ultimate educational result upon the boys who have in this way received scholarships, that is to say, what they develop into in after life?—I have a good deal of detailed information upon that, through the inspection of schools. We send an Assistant Commissioner to inspect the schools to see how they are working, and they often report to us boys who have gone up in the world in consequence of these scholarships. I cannot mention anything precise offhand, though. I think I may say that on the whole we have got a fair amount of encouragement in that way. The kind of abuse of a scholarship to which I referred just now, related, for instance, where there is pressure to get a place in commercial houses, and to that end it is an advantage to come from a grammar school or foundation school, and not an elementary school.

712. Have you heard it suggested that in a number of cases the boy appears to have rather suffered from being pressed during the period between the ages of 12 and 14, and that his subsequent development is far from being commensurate with the promise he then gave?—I have heard it often said.

713. You are not in a position to say how far that is well founded?—No.

714. (*Dean of Manchester.*) Does your evidence refer to London mainly?—My experience has been very much in London, but what I am saying of these public elementary school children would, I think, hold good everywhere.

715. What sort of schools do you contemplate their going to, or that they have gone to, in London?—The schools which we have established as third grade and second grade schools, which are no doubt mainly literary schools, and not strictly technical schools.

716. (*Chairman.*) Can you tell us the schools in London from which we could get information with regard to the effect of scholarships upon boys from public elementary schools?—You could scarcely get it better than from the United Westminster School for boys and the Greycoat Hospital for girls.

717. They have scholarships of that kind?—Yes; they take a very large number of children from elementary schools. I should think it would be found that there are nearly 100 elementary schoolboys in the United Westminster School.

718. Admitted in that way?—Yes.

719. Is not the Drapers' School at Woodford one in which boys are received in that way?—Yes, very much so, as boarders from public elementary schools; and there they are apt to be kept rather a longer time, because the advantage of boarding tempts the parent to leave his child at school, and some of them have achieved very remarkable success.

720. How long do they remain there?—Till about 17.

721. (*Sir John Hibbert.*) Do any of your schemes which you refer to apply to country districts—rural districts?—Yes. It is more difficult, of course, to provide effectively for promotion in country villages; that is to say for an away-going exhibition from a country village school to a higher grade school.

722. Do your remarks apply equally to girls as well as to boys?—Yes, they apply equally to girls as well as to boys. I have not heard that particular objection about qualifying for places with respect to girls as I have with respect to boys.

723. (*Mr. Yoxall.*) You are aware that there is a continual process of liberalising and liberating the curriculum and method of public elementary schools going on, mainly, I think, due to the collective action of teachers in those schools, and that, therefore, one may hope that before very long the objection that you take to the continuance of children in public elementary schools to a greater age than 12 with a view to ultimate transfer to a secondary school will to a great extent be done away with?—I hope it may be more and more corrected; but the objection was taken from a great many teachers in London after inquiries that I made, to what they describe rather as the narrowness of their training. They know some things very well (they will be very smart in arithmetic very often), but only within narrow lines.

724. But that is speedily becoming less so, one may say?—I hope so.

725. (*Dean of Manchester.*) Are the scholarships of sufficient value to enable a parent to keep a child at school, because there is the consideration of the wage-earning power of the child as well as the consideration of getting the fee to go to school?—Yes, that is true, and we constantly add money to the free place.

726. You find that is necessary?—Yes.

727. (*Sir Henry Roscoe.*) Do you know the school at Dulwich. Is that one that receives boys from elementary schools?—The lower school probably does; I do not think Dulwich College does.

728. No, not the college, but the school?—Yes, the Alleyn School, probably, is a school of the type I am thinking of; a school where they pay, I think, a 6*l.* fee.

729. (*Mr. Llewellyn Smith.*) In cases where it is desirable, for various reasons, to have special regard to the interests of poor boys, do you think that the test that a boy has been in a public elementary school is, on the whole, a satisfactory test of poverty?—It has often been attacked, and I am not prepared to say (as I mentioned a little while ago) that the social stratum that it covers is the same now as it was 20 years ago. There are more people now, of what we may call the better-to-do class, whose children attend elementary schools than used to be the case; but I do not see, when we are legislating upon a large scale, that we can take anything else than some broad line like that.

730. You are not prepared to suggest any other test than that?—Except that in some extreme cases, where we have to deal with endowments meant for the specially poor, it may sometimes be proper to direct that the emoluments must be kept for those who have lost their father, or those who are in special distress otherwise. That leaves a certain amount of discretion to the governing body.

731. You know that the London County Council, in dealing with public secondary schools has found great opposition to taking as a test in London, a period of attendance at public elementary schools as equivalent to a test of poverty?—Yes, no doubt in some parts of London it is not a test of poverty in the strict sense of the word.

732. Have you found any other equivalent?—No, except that we sometimes confine the special benefits to those who are fatherless or are otherwise in special distress.

733. (*Chairman.*) Is it within your knowledge that the County Council Committees have occasionally undertaken to deal with this matter by making private inquiries as to the circumstances of the parents, and if so, do you know how that plan has worked?—I know little about that. I have heard that the London County Council has established some rule, I think, as regards the maximum income of the parents.

734. Do you know whether the Essex County Council Committee has a plan of that kind in the award of its scholarships?—I may have read that; I always read the reports of the different county committees, but I cannot say specially with regard to Essex.

735. (*Sir John Hibbert.*) That is the case with regard to the Lancashire County Council scholarships, that the maximum income of the parent is limited?—But that of course is a very fallacious test after all.

736. Still it is one way of getting at a certain class?—Yes, but it means also a certain amount of inquisition in each case, and people are not fond of that.

PROMOTION OF SCHOLARS TO FIRST GRADE SCHOOLS.

737. (*Chairman.*) Could you apply these remarks to the case of promotion to first grade schools, from those of a somewhat lower grade?—I find that promotion to first grade schools is very difficult to arrange. There, again, if a boy is to have the real advantage of a classical education he must come in young.

738. By young, what do you mean?—By young, I mean that he ought to begin at 10 or 12 years of age; it is very little use, I should say, to take a second grade boy when he has completed the course at a second grade school at 16 or 17 and send him on to a school like Merchant Taylors' or St. Paul's, where he will find that his Latin is very much below the level of the Latin of other boys, and his Greek is probably nil, and there is no precise place in the school into which he can properly fall.

739. (*Sir Henry Roscoe.*) May he not go to the modern side?—The modern side is the only side to which we can effectually promote. As regards the first grade classical schools, it is extremely difficult to make any arrangement by which boys from lower schools can come in.

740. But in many of these schools there are modern sides?—Yes; and I do not know why a boy should not with adequate advantage be promoted from a second grade school to the modern side of a first grade school.

741. (*Mr. Llewellyn Smith.*) Do you know of any difficulties that have occurred in the transference of second grade boys to the higher grade schools in Birmingham?—I am not able to say how far that has worked well. I have information about it which I could supply, I have no doubt, because the matter was looked into not long ago; but I am not able to say offhand.

742. (*Chairman.*) No doubt you have heard it suggested that the scholarships which are open at these first grade schools are to a large extent taken by the children of parents who are well-to-do?—I think, in the present struggle for existence which goes on through all ranks, it may be taken as certain that if you have scholarships of adequate value open for competition in schools which are attended, so to speak, by the well-to-do classes, you will have people of that class competing at a great advantage—and, in fact, excluding the poorer boys. I do not see how it is possible now for a poor boy to obtain an open scholarship into a first grade school unless he first goes through the process of preparation at an expensive preparatory school. Entrance scholarships, to the first grade schools are monopolised practically by boys coming from expensive preparatory schools, and to that extent our system of free and open competition has undoubtedly very seriously affected the opportunities for poor boys getting into first grade schools.

743. (*Dean of Manchester.*) As entirely opposed to the wishes of the founder whose dead hand has been removed?—No doubt the founder intended to help all classes, particularly the poor.

744. (*Chairman.*) How would you propose to meet that difficulty?—It has been suggested to me by several authorities that there should be a preparatory school specially adapted to the preparation of poor boys for the first grade classical schools. The difficulty that we are met by on the threshold is how you are to select for a great public benefit a poor boy at the age at which he ought to begin his classical training if he is really to get the full benefit you offer him.

745. Do you think it could be made the duty of the governing body of the school at which the scholarship is held, and, to some extent, a matter of honour on the part of the parent, to make full disclosure of the

circumstances, so that the scholarship should not be given to a boy whose parent could have sent him there without it?—I am afraid that that is not actually done to any considerable extent. I have heard of cases of parents, when their son has won a scholarship of that kind, refusing to take the pecuniary emolument; but that I think is rare. The suggestion that we have had before us sometimes (and which we have partially acted upon) is to say that the scholarship should consist of money or not as the governing body thinks fit; so that a boy has the credit of being a scholar, although perhaps he does not take the emolument.

746. But you have not provided by special regulation in any scheme, otherwise than in such general form as you have just indicated, for the exclusion from scholarships of the children of those who can well afford to send their boys without?—We have proposed to limit the competition for entrance to a first grade school to boys attending second grade public schools. We should then get a class of boys at any rate who are not rich, and not of the class who go to an expensive preparatory school; but great objection is taken to anything of that kind which seems to have any tendency towards lowering the standard of examination.

747. Your plan might occasionally also have effect of excluding a boy who was brought up at home?—Yes; it is possible, but probably would not occur frequently.

748. (*Dean of Manchester.*) Is there not a still further difficulty, that when the scholarship is given it is not enough to keep the boy?—There again, as I have already mentioned, we endeavour, where there is money enough in the endowment, to give something more than the free place; but of course it will be expensive if you are going to add 20*l.* or 30*l.* a year to the free place.

749. (*Sir John Hibbert.*) What do you consider is a sufficient amount for the scholarship?—Generally where money is given beyond the free place, the sums range from 5*l.* to 10*l.*, and even up to 20*l.* a year; but even that scarcely provides enough to meet the possible earnings of the boy.

750. (*Mr. Lyttelton.*) Is that the scholarship or the subsidy?—A free place plus that sum.

751. (*Dr. Wormell.*) You admit, I think, that it has grown more difficult of late years for a boy with special literary ability to get into such a school as you have been describing without some preparation?—Yes, to get a free place—to win a scholarship.

752. And it is true, I think, that the heads of preparatory schools have made a speciality of the preparation, so that it is difficult for another schoolmaster to compete with him?—I do not think an ordinary school, for general education can compete with the school where the master devotes himself to preparing boys for scholarships.

753. Then the question is, supposing a boy in a lower secondary school, who is naturally cut out for a literary education and a literary pursuit, is to be provided for, how can we get over that difficulty?—That is the difficulty which I thought I should like to put before the Commission. I do not at present see what the solution of it is.

754. Are there not two classes of remedies for such a case. Supposing that A. and B. are equally well formed by nature to run for a particular goal and a particular prize, and that A. is highly trained, so that B cannot win, may not B.'s chance of winning be restored by either by two methods: by securing a training for B., or by handicapping A., and shall we not handicap A. either by weighting A., or by giving B. a shorter course to run. That is one plan?—Yes.

755. It has been suggested that we should have a system of bursaries to help forward B. without the training. That is one plan. The other plan, is to found a public preparatory school. Which do you think is the better?—I am afraid that a public preparatory school would be a thing that, at any rate, we could hardly establish under the Endowed Schools Acts;

it would be putting public benefits upon children chosen at an age at which I do not think you can properly discriminate between one and another.

756. In some of your schemes you provide a series of exhibitions of different values, say ranging from 20*l.* up to 50*l.* 50*l.* is enough to help a boy in his first step towards the university; he can add an open scholarship and so secure sufficient means to carry him to the university. Perhaps 40*l.* would be sufficient for the central technical institution or academy school or South Kensington. Might not the 20*l.* be well applied to help a boy with literary ability to a preparatory school at an early age, with the hope that a foundation scholarship at the higher classical school may then be within his reach?—My difficulty is to choose the boy to have that benefit. You are offering a career, a great benefit to a boy whose fitness to benefi by it, I am afraid, you cannot yet gauge.

757. When you left it within the discretion of the governing body to say of what amount the exhibition shall be, from 20*l.* up to 50*l.*, did you not credit that governing body with the power to distinguish the age at which the boy should go, and the school to which he should go. Does not that settle the point?—You suggest rather that we should leave the settlement of the conditions under which this offer should be made, and the scholarship given, very much to the governing body. I am afraid if it were not given on some principle of competitive examination there would be at once suspicions of favouritism.

758. But the competitive examination in that case takes place within the school that gives the exhibition. My point is this: Here is a school with a leaving exhibition of 20*l.*; it might give it to a boy of 12 or 13. There is another school with an entrance exhibition, a foundation scholarship. Is there not room for the connecting link here; the exhibition from the lower school being held in the preparatory school, and the competition taking place there for a foundation scholarship to be held in the higher classical school. I gather from all the experience that I have, that a boy has not much chance with other boys in a preparatory school, unless he goes to the preparatory school young.

759. That is the average boy; but here is a boy specially selected because of his great aptitude in that particular line?—I agree that there may be a special boy who will break through all barriers of that kind, and win.

760. There are very few perhaps even in a large area like London; but should there not be a provision in your opinion for the few?—I should be glad to welcome the few; but I think they would be very few.

The witness withdrew.

Adjourned to to-morrow at 11 o'clock.

FOURTH DAY.

At Westminster Hall, Wednesday, 2nd May 1894.

PRESENT:

THE RIGHT HON. JAMES BRYCE, M.P., IN THE CHAIR.

The Hon. and Rev. EDWARD LYTTELTON, M.A.
The Very Rev. The DEAN OF MANCHESTER.
The Rev. A. M. FAIRBAIRN, D.D.
Mr. RICHARD C. JEBB, M.P.
Mr. RICHARD WORMELL, D.Sc.
Mr. HENRY HOBHOUSE, M.A., M.P.
Mr. M. E. SADLER, M.A.
Mr. GEORGE J. COCKBURN.
Mr. JAMES H. YOXALL.
The Lady FREDERICK CAVENDISH.
MRS. HENRY SIDGWICK.

The Hon. WILLIAM N. BRUCE, *Secretary*.

Sir GEORGE YOUNG, Bart., recalled and further examined.

761. (*Mr. Jebb.*) I see that you notice the difficulty which has arisen in Wales. Is it your opinion that any friction has arisen in Wales?—With regard to the religious instruction, the impression I wish to leave is distinctly of this kind; that there has been very much less friction than might have been expected—so much less as to give very good reason for satisfaction, and it is my experience that when men come together with definite work to do of an educational sort, these questions assume far less importance than might have been expected.

762. Then may I ask, in so far as there has been any friction, although much less than might have been expected, if you would have any objection to indicate in general terms what you conceive to have been the causes of such friction?—The principal cause has been the fact that in Wales the endowments which, as you are aware, are scanty and not wealthy, are to a rather larger extent in proportion connected with the Church of England than you would find them in England, and to the further fact that the majority of the population availing themselves of schools in Wales are Nonconformists.

763. Do you think that such friction as there has been would have been less if the powers of the committees had been more restricted?—The powers of the committees were quite sufficiently restricted.

764. (*Mr. Hobhouse.*) I believe the only point that is actually matter of controversy, and as to which schemes have been amended since they were made, related to the use of formularies in boarding-houses?—The use of formularies and the religious instruction to be given in boarding-houses.

765. (*Mr. Lyttelton.*) Nothing so far as relates to day boys?—No, I am happy to say that no question has been raised throughout with regard to day boys.

EFFECTS OF GRANTS BY COUNTY COUNCILS FOR TECHNICAL INSTRUCTION UPON GRAMMAR SCHOOLS.

766. (*Chairman.*) I understand you are prepared to say something with regard to the effect produced by the application of the local taxation money to technical instruction?—In course of my experience I could not but observe that the effect of legislation which recently applied a very large sum through the county councils in aid of education in a technical sense is having an effect upon the grammar schools. The grammar

schools—it is understood, or those at least that are under scheme—do give the ground-work of technical education. But the fact that the money so applied was given in respect of technical instruction, and that the governors who were to be appointed by the county councils were by the Act governors only for the purposes of technical instruction constituted a danger to those schools. The Commissioners have striven to avert this; in the first place, believing that the county council governors were likely to be of use, and wishing for other reasons to introduce such an element into the governing body, they have taken every opportunity, and have laboured to make opportunities, of introducing the county council governors for all purposes into the governing bodies of the schools. But with regard to the instruction that is given and the derangement of the balance of education in the schools, their powers are limited.

767. You mean the power of the Commissioners?—The power of the Commissioners to provide a remedy; and I fear that if the present state of things is left unaltered it cannot but have a prejudicial effect upon the teaching in the schools. I say this without in the least degree ranking myself among the opponents, if there are any, to a large introduction of what is commonly known as technical instruction into the curriculum of grammar schools.

768. But your view is that at present the danger rather is that under the operation of the technical grant the scientific and technical side of the schools will be somewhat unduly developed in comparison with the literary?—Yes, and also that in cases where the Commissioners' powers have not extended to make the governors, governors for all purposes, the good system of having one governing body, where all have equal powers, will be interfered with.

769. What has prevented them from doing it in all cases when they have done it in some?—Want of knowledge, in the first place, of the cases where it is done, and, in the next place, there might be difficulties in interfering with a school that did not desire an amending scheme. The method we have adopted to make those changes as widely spread as possible is to frame an amending scheme for all the schools in a county which are under scheme, in which we introduce the elements of the County Council governors in concert with the committee of the County Council. If we can carry that out throughout England this particular evil will be met.

770. Do you mean a scheme for every school in the county which receives County Council grants?—A scheme for every school which is now under scheme without reference to the question whether they receive grants or not.

771. Has any local objection been made?—Now and then objections have been raised in schools of a high grade, but we have generally been able to overcome them on showing the benefit of the change, and I think it may be said that the objection is not one that will be pressed.

772. You consider it, I presume, an improvement in the constitution of the schools in any case, even supposing there were no technical instruction money to be distributed?—That is so. In the report of the School Inquiry Commission, it was recommended that one of the elements for forming governing bodies of schools should be, in the absence of such bodies as have since been supplied in the form of County Council representatives, magistrates, justices of the peace, for the county. We now take the opportunity, when making these, what we call "omnibus," schemes of substituting for the nominees of the justices, the nominees of the County Council.

773. Are those nominees of the County Council necessarily members of the County Council itself?—No. As I think I have said, we always leave the choice free to a representative body; but they are in the vast majority of cases (and perhaps it is desirable that they should be) members of the body with which it is desired to bring the schools into connexion.

774. (*Mr. Cockburn.*) What is their tenure of office?—We adopt the tenure of the County Council. For these purposes we generally in giving the nomination to a representative body have been led of late years to adopt the tenure of office of the representative body. In former days it was thought desirable to have a somewhat longer period in order that the point might be emphasised that it was not necessary that such governors should be members of the governing body appointing. But we find that the wish of representative bodies almost universally is, that the term should be limited as the question indicates, and we are now following that rule.

REMEDY SUGGESTED.

775. (*Chairman.*) What remedy would you suggest for the danger you have indicated as to the undue prominence of the scientific and technical subjects?—I do not see myself any reason why the limitation of the objects of this grant should be to technical instruction within the meaning of the Technical Instruction Act. It is well known that technical instruction, as defined in the Technical Instruction Act includes everything except the literary side of education; and in view of the degree to which public opinion is now convinced of the importance of technical education I cannot conceive that any injury would ensue to the schools if the grants were given for education generally.

776. The subjects under the Technical Instruction Act include part even of what might be called the literary side of education, do they not?—They include modern languages, but not the literature of modern languages. It has been said that they might even be taken to include Latin, on the ground that chemists have to learn Latin. But it is obvious that this is launching into somewhat fanciful regions.

777. You might perhaps even better say that they would include Latin on the ground that it is the key to all the Romance languages?—Perhaps so.

778. They do not include history?—No.

779. History might, on one side at least, be considered a literary subject?—Yes. I think so. Using the word as I was using it, I meant to include history.

780. They do include geography?—Yes.

781. (*Dean of Manchester.*) Is it within your knowledge that some of these very schools that are established through the fund accruing from the technical instruction grant, do intend to teach, and are teaching, all branches of education?—I am not acquainted with the schools that have been established on the basis of the technical instruction grant. They have not come under our province as yet.

782. So it would be scarcely fair, would it, that they should be doing that particular kind of work from a literary point of view, and taking up a grant which belongs more to the other kind of schools?—It would be a very serious evil if schools established for technical purposes only, and to fill that gap, were to find themselves obliged to compete with existing schools in their ground; and that is a danger which, though not in connexion with the technical instruction grant, has come to my notice—by way of illustration I may mention—in respect of the day schools which have been sometimes established in London in the polytechnics. The object there was to utilise the building, and to work to some extent in connexion with the purely technical instruction of young men mostly given of an evening in the building. But having established a day school, they must give Secondary Education on the usual lines, and that brings them into competition with neighbouring schools.

783. (*Mr. Hobhouse.*) With regard to these new schools, is it not a fact that putting aside London and Wales, which each have a special Act, in the rest of England these local authorities have no power to establish new schools except strictly technical institutions. They have no power to establish new secondary schools?—I think that very likely that is so, but you are asking me as to a matter which is not within my official experience.

784. You are not acquainted with any new secondary schools that have been established out of the local taxation fund, or the rates for technical instruction by any local authority?—No. I have already said that I am not acquainted with any schools that have been established out of the technical instruction grant. Since you mention Wales, I should add that no schools have been founded or aided out of technical instruction grants in Wales. At least, so far as I know.

785. And as regards the local taxation funds you have no power to make a scheme permanently appropriating them to a school?—No, because in their nature they are not permanent.

786. And in making your schemes for new governors you cannot insert anything into those schemes binding this money, or any money, to be given out of the funds for the use of these particular schools?—No, certainly not.

787. Therefore new legislation will be required in order to enable the local authorities to establish secondary schools, and to permanently appropriate any of their funds to those schools?—It has been recommended in our Reports that those grants should be declared educational endowments within the meaning of the Endowed Schools Act. That would give them a character which would enable the Charity Commission to make schemes for them upon application or otherwise. But in view of the possible re-casting of the system, I have not mentioned that as a recommendation on my own part.

788. (*Chairman.*) Would it be a necessary preliminary to that, that the grant should be permanently devoted by Parliament to some educational purpose?—No. It was not so in Wales. The grant in Wales in respect of permanence was upon the same basis as in England, but since they were authorised to vote it for the purpose of the Intermediate Education Act, and since in the Intermediate Education Act the Charity Commissioners were given power to make a scheme, that vote gave it the character of educational endowment, and gave it a permanence which, under the Statute, it had not before.

789. (*Mr. Cockburn.*) But I thought you said that the fact that the grant itself was temporary in its nature was a difficulty which you would have experienced in dealing with it?—That is so. That would be so in England as matters stand.

790. My question referred to England. Of course, you must recognise the fact that there do exist some secondary schools in connexion with school boards?—There can be no doubt that where such secondary schools exist they ought not to be excluded from receiving these grants.

791. (*Mr. Lyttelton.*) Whether they are under the school boards or not?—Certainly.

792. (*Mr. Yoxall.*) I should like to ask you whether 750,000*l.* is any too much to spend yearly for the purely technological education of a manufacturing people like the English?—Very likely not.

793. (*Mr. Hobhouse.*) I daresay you are aware that in some of the agricultural counties great difficulty has been found in spending this money satisfactorily on purely technical objects?—Yes, I think that has been brought home to many of us who live in the country.

794. And that one of the great difficulties in the way of the local authorities spending money now in such counties, is the fact that they cannot establish new secondary schools where they are wanted?—I believe that may be so.

795. (*Chairman.*) With reference to the answer you gave a moment ago, taking the 750,000*l.*, is it your opinion that it is better spent at present upon technical or so-called technical subjects, than it would be if the restriction as to technical subjects were removed, and it were spent upon Secondary Education generally?—I think the restriction ought to be removed, whether it be 750,000*l.* or a larger sum—whether it be adequate

or inadequate. My point is that to introduce a large sum of this kind into the fabric of our education, restricting it to a particular province, tends to upset the balance which should exist. Whether as a choice of evils it might be less objectionable to give an insufficient sum for technological education, or to upset that balance to a moderate extent, is a question which can hardly be answered. But I am assuming that there is a desire to endow Secondary Education sufficiently.

796. Putting the point in another way, if you thought it was necessary to spend as much as 750,000*l.* a year upon technological instruction, I presume you would think that a large additional grant ought also to be made for the purposes of those branches of Secondary Education which are not technological?—Yes, with this qualification, that in that case I should hope it might be met by one grant. To introduce that barrier, which does not really exist, into education, and to found your financial system upon it, would surely be a mistake.

797. That I understand to be your view. I understand you to mean that you think it would have been better in making a grant for Secondary Education, not to bind it down to one particular kind of Secondary Education?—I thought there was a mistake in it. At the same time, I so heartily welcome what was done, and believe it has been so beneficial, that I do not wish to be understood as condemning or wishing undone the legislation of four years ago for that purpose.

798. I did not for a moment so understand you, nor do I suppose anyone would think so; I only want to put it to you whether you would say, that if the whole 750,000*l.* were needed for technological instruction, in order to re-adjust the balance there would require to be a larger sum devoted to general Secondary Education?—That I think.

799. (*Mr. Hobhouse.*) We are speaking of this sum of 750,000*l*, but is it not a fact that under the Technical Instruction Act there is power to supplement that sum by a rate not exceeding 1*d.* in the pound in any district where money is required for technical instruction?—Yes; that existed even before the Local Taxation Grant, and continues.

800. And under those powers it would be possible for any local authority to raise almost so large a sum again?—I have not worked out the sum, but no doubt it may be so.

801. (*Mr. Sadler.*) Is it the case that in Wales, for reasons of convenience, the superintendence of technical instruction has been withdrawn from the Joint Education Committees?—No; the Joint Education Committees had the special function of making schemes. The County Council bodies and other governing bodies will superintend technical instruction so far as it is given in the public schools of the country. The superintendence of such technical instruction as is not given in those schools or in connexion with them will generally remain to the county councils, but there has been no withdrawal, because it never was assigned to them.*

802. (*Dean of Manchester.*) Is it within your cognizance that it is just about here that what we are so anxious to get rid of comes in, the overlapping of different schools, and to a certain extent an unwholesome competition, amounting even to rivalry sometimes?—In connexion with the Local Taxation Grant, as I have already said, I am not acquainted with the schools which I learn are being founded upon this grant; and although I can conceive that such competition might ensue, it is rather beyond my knowledge to say to what extent that has proceeded.

803. (*Chairman.*) So far as your experience of what has happened in Wales goes, has the destination to intermediate education generally had

* It has been brought to my notice that this answer is inaccurate. In some counties the Joint Education Committees were at first charged with the organisation of technical instruction under the Technical Instruction Act, as committees for that purpose of the county council; and the function was afterwards in some cases resigned by, or withdrawn from them. It was found they had not time to do this, together with their work under the Intermediate Education Act.—"G. Y."

the effect at all of prejudicing the just claims of technological instruction?—I cannot think so. The work of the Joint Education Committees and the general tone of opinion in Wales are sufficient guarantees that that will not be the result of the schemes, and the schemes have been so drafted as to give sufficient encouragement to technical education in all the schools.

FUNCTION OF EVENING SCHOOLS IN RELATION TO TECHNICAL INSTRUCTION.

804. What is your view of the function of evening schools for purposes of technical instruction?—The function of evening schools is to give that instruction to the children of the poor who have been obliged to leave school in the ordinary sense of the word; and for the most part the technical instruction of the labouring man—the private in the ranks of labour—must be given of an evening. He leaves school too early for his technical education to have been carried far, and he must then go into the shop. Nor is it desirable, as our continental contemporaries have found, to attempt to bribe the sons of the working classes to stay away from the shop in order to receive technical education at the schools. The sums that have been spent and the failures that have been experienced in that respect are conspicuous.

805. (*Lady Frederick Cavendish.*) Do you know why it has failed?—It is a task too great for legislation to withdraw the labouring population to any substantive extent from labour for a sufficient number of years. To enable them to receive a thoroughly technical eduaction and give up their time to it would take so large a sum of money and would produce, in my opinion, so very inferior a result to that which follows from taking things as you find them, that practically the attempts that have been made in that direction are merely futile experiments.

806. On the Continent?—Yes. I am not aware of any such experiments in this country.

807. (*Mr. Hobhouse.*) Are the experiments you are alluding to by means of what we should call scholarships?—Yes, or subsidies at all events; and there has been a good deal of favouritism, as I understand, in the appointment of children to receive the benefits of the system, especially in Paris.

808. Would the bursaries that have been established in Wales lead to the same object?—The bursaries that have been established in Wales are intended to enable children to remain at school. In the case of those whom I have called the privates in the ranks of labour, the children who cannot be expected to rise far, or to rise out of their class, not many can remain long at a secondary school; and the question points to the line of cleavage between what is safe and what is unsafe in this respect.

809. And would you say generally that with regard to the large mass of the working population, you must depend upon the evening schools to give them technical instruction?—Yes, after the age of 12 or 13, or perhaps 14 at the outside.

810. And there would be considerable advantage, I take it, in a young man being engaged at the same time in daily practical work at the workshop and receiving instructions in the evening that bore directly on the principles of the industry?—I think that is the right thing for the pursuance of technical instruction in the case of a labouring man.

811. But are there not great difficulties that arise in dealing with certain classes of labouring men—I mean those especially in the country districts who have not received sufficient elementary instruction on which to ground technical instruction?—Yes, no doubt.

812. Therefore at present, at all events, evening continuation schools in country districts must involve a good deal of elementary teaching, as well as technical teaching?—I have no doubt of that, not only at present but probably always.

813. And it is a little difficult to draw a line between those evening schools which are a continuation of elementary day schools, and those evening schools which give education of a technical character?—Yes. I

can conceive that in all evening schools, at all events, in country districts it may be necessary to have elementary classes, and that that will continue. Such children, although they have had a full opportunity of acquiring elementary instruction at the elementary schools, and while at the elementary age, yet have not received it, because they were backward.

814. (*Chairman.*) Have the Commissioners in their schemes done any thing to recognise or allot funds to evening schools?—We have given power to establish evening classes in many cases. In some we have allotted funds, not large funds but small amounts, for the purpose of the support of such classes.

815. (*Mr. Cockburn.*) Do you attach any condition as to fees or charges?—We think it right in establishing these classes to dispense with the limit of age, which in schools we think proper to impose, and in that case we do impose the conditions, for the benefit of the boys and girls for whom under the Endowed Schools Act we are bound to have regard in our schemes, that the fees shall be such as are suitable for their class in life, and such as to leave the benefit of the classes open to them.

816. (*Dr. Wormell.*) Is it your opinion that a portion of this grant available now for technical education should be spent in establishing higher technical institutes that shall have a very special curriculum suited to the higher scientific applications?—My answer would be that I should wish to see this grant made general, and applicable to education at large. Upon the question of the foundation of these higher institutes and the method in which they should be supported and, if necessary, subsidised, I think I should answer that I would rather not connect the two questions—I mean the question whether money should be provided, and the question whether the money should be provided out of money which is at present spent otherwise.

817. Then I will put the question in another way: Do you think there is a need in England of a higher provision, something like the polytechnics in Germany, not like the so-called polytechnics of England. Do you think there is a need of such a provision at the present time?—I do not think I can speak with authority upon that subject.

APPRENTICESHIP CHARITIES.

818. (*Chairman.*) In making schemes for disposal of the fund constituting the apprenticeship charities, have you had regard to the application of them to technical instruction?—Yes, we have considered that an especially appropriate way of availing ourselves of our powers under section 30 of the Endowed Schools Act, 1869, for obvious reasons.

819. There are still a good many of such apprenticeship charities, are there not?—Yes, a good many, and for the most part they are not of much use as they stand. I say that while regretting it, for I have not seen any quite satisfactory reason why apprenticeship in the old sense should have gone into disuse, but, economically speaking, there is no doubt that it is so, and to keep up apprenticeship funds, at all events by way of endowment, does for the most part tend to give a gratuity which is not necessary to the employer, or a gratuity which is not necessary to the parent, and not in any way to secure advantages to the children which they would not otherwise have had.

820. Would you like to see your powers of dealing with these apprenticeship charities increased?—No, not our powers. That would increase our responsibilities, and under present circumstances we have done as much as it was expedient to attempt.

821. Have you found difficulties and resistance on the part of the trustees of these charities in dealing with them?—Not so much on the part of the trustees as on the part of the outside public who came into the matter after we perhaps had agreed with the trustees upon the outline of a scheme.

822. What objection did the public take, speaking generally?—They thought the money was being diverted from the direct benefit of the

labouring class by way of apprenticeship, to a school to give learning to the middle-class.

823. Was that the case even where your scheme provides for the application of the endowments to the benefit of the children of the poorer class?—Yes, sometimes.

824. Can you make any suggestion as to what could be done for the better application of these apprenticeship funds, seeing you think they are not usefully spent now?—Our difficulties in that respect will not be experienced when they come to be dealt with under the system I spoke of in my first day's evidence, that is to say when local feeling is fairly enlisted by proper employment of the representative element in the body we are organising.

825. You you think the suspicion which might be due to that body would not apply to the action of a representative and to some extent local body?—That is so.

826. (*Dean of Manchester.*) Is it not a fact within your knowledge that where these apprenticeship charities (I have got one in my mind at Rochdale) are being used for the purposes of apprenticing, the apprentices are bound in most cases to the most inferior trades to be found in the neighbourhood?—I cannot speak with that intimate knowledge of the working of the apprenticeship system at the present day which would authorise me to give an answer to that question. I can only say generally that the evidence of those with whom we are in correspondence, the trustees who are responsible for the management of such charities, all tends in the same direction that they are useless for the benefit of the apprentices themselves.

827. Do you know the Kennion Charity at Rochdale, which is about 300*l.* a year?—No, I do not.

828. Is it within your cognizance that there was a wish on the part of some of the trustees to vert that charity in the right direction, and that the public did exactly what you have said they are in the habit of doing—made a stir, and overruling the more advanced ideas of some of the trustees, have left the charity for the most part to be distributed for the purpose of bringing forward such a very notable class as clog makers in the neighbourhood?—The particular instance in question is not in my memory, but I know many similar ones,

829. (*Mr. Yoxall.*) Has your experience enabled you to form an opinion as to the advisability or inadvisability of making obligatory attendance at an evening continuation school for a certain space of time after leaving a public elementary school, a condition of leave to labour during the day?—No, I cannot say that I have any power to speak with authority on the subject.

830. (*Dean of Manchester.*) With regard to the important series of questions which Mr. Hobhouse put to you just now, I suppose you consider that those relate rather to the rural districts than to the great centres of population?—I understood that Mr. Hobhouse was referring to the rural districts.

831. (*Dr. Wormell.*) There is one matter which I had not an opportunity of putting to you before. When you refer to the difficulty of providing cheap county schools for a scattered population, had you in mind the county schools which have been established for the purpose of getting over that difficulty?—I am well acquainted with some of those.

832. Can you tell me how it is that some of those schools have not succeeded of late years. It has been alleged that the sole and sufficient reason is agricultural depression. Do you think that is right?—No. I should say that the reason of the failure of the county schools has been want of funds. The intention was that they should be cheap schools, such as required endowment, and for the most part they were founded without endowment. They had to compete moreover with schools that were endowed, and this added to the difficulty. In some cases there was an

even further difficulty, that they attempted to pay a dividend to those who had advanced money to found them. In short, the inadequacy of funds I believe has been, I will not say the sole, but the sufficient cause of such failures as I am acquainted with.

833. You have been able, I think, to provide schemes for at least one—Barnard Castle—and probably more than one of those schools?—Yes. The Barnard Castle school was endowed out of the Flounders Charity.

834. And that has not experienced the difficulties that some of the others have experienced?—So I understand. I believe it is a very prosperous school.

835. Would the difficulties be got over and at the same time provision made for these scattered populations if those county schools were taken over by the county authorities?—I certainly contemplate that in covering the ground with schools such schools will be founded, and I dare-say in some cases, by taking over existing county schools. That the whole difficulty of educating the children, say of the farming classes, will be met by the establishment of such schools and making them cheap, I do not think, but I have already sufficiently dwelt upon that subject.

836. (*Mr. Hobhouse.*) These are proprietary schools you are speaking of?—Yes. They belong to the class of proprietary schools.

837. When you make a scheme for a proprietary school, and convert it into an endowed school, on what principle do you proceed?—It ceases to be a proprietary school. That is absolutely necessary.

838. What becomes of the share capital?—The share capital has generally been lost. If it has not been lost we should ignore it.

839. It is not converted into a mortgage debt, or debentures?—No. We should not apply endowments, I think, legitimately to the propping-up of an institution in such a manner as to give additional security to shareholders that they would get their money back. That would not be applying the endowment, in the language of the Endowed Schools Act, to the advancement of education

840. I suppose the conversion of the Wellington School, in Somerset, has not come within your knowledge?—No.

841. (*Dr. Wormell.*) Has one of those schools at the present time paid a dividend?—I think some schools pay a dividend; I think I have heard that the Girls' Public Day Schools' Company does.

842. But I am speaking of the county boarding schools?—I cannot give an instance.

843. Then may we not take it that in all cases the capital has gone?—I think not from me, because you must understand that these schools are not officially within my cognisance.

RELATION OF HIGHER GRADE ELEMENTARY SCHOOLS TO SECONDARY SCHOOLS.

844. (*Chairman.*) Will you give us your views as to the overlapping which is said to take place at present between those elementary schools which give what is practically Secondary Education and what may be called the lower class of secondary schools?—In so far as they give Secondary Education there is no doubt that they either tend to prevent the establishment of what we should call a third grade school, or compete injuriously with schools that might otherwise give the education, and I have even heard complaints of competition between them and schools of a higher grade.

845. (*Mr. Cockburn.*) You mean a second or even first grade school?—Yes, that is to say, I have heard complaints to that effect. It is not to be understood of course that they are giving what I should call a second grade education, far less a first grade education, but the very much lower rate of fees tends to withdraw boys who might otherwise be seeking education at these higher schools.

846. (*Dean of Manchester.*) In any new system would you think it desirable that these schools should suspend their operations?—Certainly

not. I cannot conceive that any connexion or reputation that has been acquired should be lightly thrown away. I am desirous rather of pointing to the fact, which I do not think can be questioned, that there is a confusion of boundaries and an overlapping tending to certain definite evils, than of suggesting the exact form in which a remedy should be sought.

847. (*Dr. Wormell.*) Would you sharpen the line of division by limiting the work of the school boards in the case of providing a board which would have to look after Secondary Education?—I must confess that I am not able to arrive at a definite conclusion as between two difficulties. Theoretically it would seem desirable to draw the line rather sharply immediately above the purely elementary subjects of instruction, to say that everything else shall be Secondary Education and to place it under the authorities who are responsible for Secondary Education. But on the other hand, this would make it so difficult to give anything like the best education that might be given in districts of a scattered population, that I feel a somewhat illogical arrangement is all that can be attained. That is to say, not merely must you contemplate schools which are giving elementary instruction and some Secondary Education, but you must contemplate that some Secondary Education may be given in a great many elementary schools, at all events for scattered districts. In towns it appears to me that the theoretically better division as between elementary and secondary instruction might be carried out. That would involve of course the transfer of these higher grade elementary schools to the authorities responsible for Secondary Education. But even there I am told that a good deal of elementary work, at all events in towns which are not of the largest size, is done in the higher grade schools, and I am not able to say whether that can be handed back to the ordinary elementary schools without loss.

848. (*Chairman.*) Would you indicate what in your view is the injury to Secondary Education which arises, if it arises, from the giving of it in the elementary schools rather than in the secondary schools?—In the higher grade elementary school you mean?

849. Yes?—It is the same evil in an aggravated form which I have already indicated where secondary education is given in a secondary school at less than cost price. In the higher grade elementary schools the fees are very low. The arrangements with which I am acquainted, though I believe they are now subject to some modification, are that the maximum fee that may be charged is an average of 9*d.* per week, or about 1*l.* 14*s.* 6*d.* per year, and that is too low a fee to support a fee fund in a secondary school. Therefore they distinctly undersell the secondary schools.

850. The mischief therefore, in your view, would be that it was not possible at those fees to provide sufficiently good education of a secondary character and that private schools or proprietary schools giving education to the class which now resort to the upper departments of the elementary schools would be driven out?—Yes, there would be those two and a third evil perhaps even of greater magnitude, namely, that a real secondary school becomes impossible in the place—a secondary school, that is to say giving education of the same kind. Meantime you have the class which can well afford to pay a larger sum than 1*l.* 14*s.* 6*d.* and even a class that can well afford to pay the cost price of such an education—say, 7*l.* or 8*l.* a year—will be found sending their children to the higher grade elementary school and thus wasting what you may call the general education fund of the country.

851. But apart from the pecuniary waste, is it your view that the education they get is not the kind of education which they ought to get?—That I should conceive certainly. Upon questions of education I do not speak from personal touch with the schools, and therefore I speak as it were at second-hand.

852. Would the difficulties you have indicated be removed if these schools were placed, or if these upper departments in elementary schools were placed under the control of any local authority for Secondary Education, or would you conceive that the better course would be to restrict

the elementary schools in a way in which they are not now restricted?—I think both those would be required to arrive at the better system which in towns I think might be arrived at, that is to say the Secondary Education should be placed under proper authorities for Secondary Education. The elementary schools might be restricted, and in that way the two classes, consisting on the one hand of the children of parents who can afford to pay, more or less, a Secondary Education price, and on the other of children whose parents cannot, would be brought together in the secondary school and not, as I fear otherwise would be the case, in the higher grade elementary school.

853. The case of the country school is in your view different?—Yes. The difficulties are greater, and the conditions different.

854. In the country school it might be that the best course would be to superadd cautiously what might be called a secondary department to an elementary school?—The difficulties are great, and I cannot say I have worked out the remedy. Higher departments, which would appear to be the proper remedy, have, I am sorry to say, universally failed.

855. (*Mr. Hobhouse.*) In Wales that plan has not been pursued at all, has it?—Yes it has in several cases. Where the Joint Education Committees desire to provide something more for particular districts than scholarships to take the children away, they have either founded or taken power to found higher departments in elementary schools; and it is possible we thought that under well-organised local authorities, keeping a constant watch upon these higher departments, the experiment may prove a success, which in England without such authorities has, I am sorry to say, been a complete failure.

856. (*Chairman.*) Are you aware of the working of the Dick Bequest in three of the North-eastern counties of Scotland?—No.

857. It is not within your knowledge that the money of this bequest has been used to turn what would otherwise be mainly elementary schools into secondary schools also, and with the best possible result?—No, I am not aware of the working of the Dick Bequest, though I have heard of it.

858. (*Mr. Hobhouse.*) I understand that the general rule has been to establish a new secondary school in a country district coupled with facilities for sending the best of the poor children to these schools under circumstances which make education very cheap to them?—That is so.

859. And you have only established these higher departments in exceptional cases?—In exceptional cases; generally in cases where it was thought that the demand for Secondary Education was not quite enough, in the opinion of the local people, to support a secondary school, but where at the same time there was a sufficient population and a possibility that it might be encouraged. And I believe some hoped that by founding a higher grade elementary school, or an upper department to do the higher grade work in existing elementary schools, they might develop a demand for secondary instruction and eventually melt them into the regular system.

860. And where these higher departments have been established they are intended to correspond, generally speaking, with the higher grade schools that have been established in the larger towns under school boards?—They would be doing the same kind of work.

861. They will be obtaining grants from the Science and Art Department?—So I suppose, and I believe also from the Education Department a parliamentary grant.

862. (*Mr. Yoxall.*) When you said that attempts to supply elementary schools with a higher department had failed, I presume you referred, not to higher grade Board schools, but to schools which had been dealt with by schemes under the Commission?—Quite so. Schools which had been dealt with by scheme, and left with a local endowment for that purpose; and the conditions are entirely different from those under which the higher grade schools have been established with success in large towns.

863. I understood you would apply the same remark to the attempts to give a second grade school with a first grade top?—That is a question of a different order, but that was my meaning in my former evidence. These attempts had been failures not in the same sense that these upper departments had been failures. The sense in which the upper departments had been failures is without qualification. The schemes have not been carried out. The other failure has been comparative, and rested rather upon experience, and the judgment which can be formed of the success which a school might otherwise have attained. It was a more or less inductive conclusion that the education in particular second grade schools had not been so good, and the success of the schools had not been so great as if they had not tried also to teach a Greek class with a view to obtaining scholarships at the Universities of Oxford and Cambridge.

864. (*Dean of Manchester.*) These are failures under your schemes, as I understand; but are you aware that a great many people in the larger towns, as a matter of fact, whether rightly or wrongly, prefer sending their children to some of these higher grade elementary schools, to sending them to the secondary schools?—Yes, that I have already stated.

865. (*Mr. Cockburn.*) And are you aware that a number of scholarships in secondary schools are lying unused because the elementary children prefer going to higher grade schools rather than compete for those?—I am not aware that there is any large number so lying, but I have heard the complaint.

866. I suppose those failures are entirely schools that are not on what we may call the Whitehall list. They are endowed schools; they are not elementary schools in the ordinary sense of the word, are they. You spoke of a number of complete failures. I suppose you were speaking of endowed schools in that case?—I am speaking of endowed elementary schools. They are in receipt of Whitehall grants.

867. (*Dean of Manchester.*) I think I understood you to say that it was the secondary schools under some of your schemes which had higher departments which were the failures?—I was speaking of elementary schools which had higher departments which were intended to do secondary work. Those have been failures in the sense that, although the upper departments of them have sometimes been tried and carried on a short time with success, they failed to attract, and practically we may say the schemes have not been carried out.

868. (*Mr. Lyttelton.*) Is that due to the apathy of the parents on educational matters?—The causes are numerous and in different cases you will find different causes more conspicuous, but the nearest approaches to success have been made where the schoolmaster believed in the work and did his best to carry it out, and in those cases failure was due to a schoolmaster coming who either was not so capable a man or was more impressed with the importance of his elementary work. In some cases no doubt the fact that parents do not learn the value of the teaching might be primarily if not entirely taxed with the failure.

869. (*Dr. Wormell.*) Referring to the Dick and Milne bequests to which the Chairman has already alluded, it is not known to you that the teachers in the schools in the three north-eastern counties in Scotland have really been drawn from the ranks of graduates of the universities?—No, but I can quite fancy that it was advisable to do so.

870. And as a consequence that the schools there have largely owed their success to the masters that have been appointed?—I am not acquainted with the schools.

871. (*Dean of Manchester.*) I understand you to say in your printed notes that the final place has not been settled at all in the scheme?—I have explained what I mean by that. I believe there are those who hope and expect that such schools will develop into secondary schools.

872. (*Mr. Lyttelton.*) Were these secondary departments at the head of endowed elementary schools intended for the children in the elementary

schools to continue their education or to attract outsiders who wanted to begin Secondary Education?—Both. It was intended to take the pick of scholars from the elementary schools and also to provide an education suitable for the sons of the smaller farmers.

873. (*Mr. Cockburn.*) I should like to ask if you are able to give us any information as to what extent higher grade elementary schools have become successful owing to the unreformed character of what ought to have been the secondary schools of the district?—I do not think it was so much due to the unreformed character of these schools because in most towns with which I am acquainted where these schools have been successful there exist schools under scheme. But I would say that they were found necessary owing to the absence of suitable schools to do that work; in a word, owing to the absence of third grade schools.

874. Of course you are aware that Leeds is an exception to your general experience. There you have a first grade free grammar school lying unreformed, rejecting your scheme, side by side with a first grade secondary school?—I am aware that there is a grammar school at Leeds for which the scheme we framed for some reason has not yet passed into law, and I understand that there are useful secondary schools without endowment doing a great deal of good work in the town, and I have not heard of any school doing what I should call third grade work.

875. (*Dean of Manchester.*) Are you not also aware that in Manchester there is a splendid and thoroughly reformed grammar school and yet there are these higher grade elementary schools?—In Manchester besides the grammar school there is a thoroughly good second grade school, the Hulme Hall School, and I believe third grade work is done in that school.

876. And at this present moment we are building two more higher grade schools under the board?—Similarly in Birmingham the King Edward's schools do first grade and second grade work respectively, and the third grade work is done by schools under the school board.

877. (*Mr. Yoxall.*) Does not this in fact point to the view that Secondary Education must be provided below cost price for a considerable bulk of the population, and not only by means of scholarships or exhibitions?—I agree to all that, but I am not sure that it points to a different view, financially speaking, from that which I have endeavoured to explain. To my mind the reason why this particular sort of Secondary Education has been so useful and on the whole so well done by school boards, whereas the endowed schools have failed to fill the gap, was that the school boards had very much more money than was available on the other side, and it is expensive no doubt, especially when you are trying to give this education so very much below cost price.

878. (*Dean of Manchester.*) Is it not rather the love of cheapness of anything which is inherent in human nature. People can get things that they want cheap, and they sometimes say that it is a better thing than they can get elsewhere. I suppose you are aware that in these schools—for example the Manchester Grammar School—they have every appliance for the purpose of giving instruction?—May I explain? I should very much doubt if there was any real educational competition between the Manchester Grammar School and the Higher Grade Board School except in this respect, that I can well believe that some parents, quite wealthy enough to pay the fees of the Manchester Grammar School, are satisfied, though I think wrongly so, with the education their sons may get at the higher grade elementary schools. There can be no comparison at all between the sort of education given, and of course the object and intent of it is entirely different.

879. (*Mr. Cockburn.*) You speak here in favour, I take it, of either the limiting of the curriculum, or the taking away of their schools from certain people. Do you include school boards among those. Do you mean that school boards are to submit either to a limitation of age and curriculum, or to the taking away from them of the conduct of Secondary Education?—Yes.

880. Could you explain how that could become possible under any kind of legislation?—No, I do not think that is a subject I can enter into, but I do not see any impossibility.

SCHOLARSHIPS IN SECONDARY SCHOOLS.

881. (*Chairman.*) What is your view of any further changes required to make the system of scholarships for elementary and secondary schools satisfactory?—In the first place to cover the ground, as in the case of supplying schools. There are very considerable funds now applied to what has sometimes been called the first step in the ladder of education. They are not so diffused over the country as to give all a fair chance, and the first thing that has to be done is to arrange the funds now so devoted, locally and otherwise, together with other funds, so that children in elementary schools may have approximately equal chances of obtaining scholarships for merit to be held at secondary schools.

882. Would you organise the scholarship system upon the basis of the county, or upon the basis of the larger area which you appear to contemplate?—Either would do; but I conceive a very great advantage in this case in utilising the county feeling, and it is impossible to ignore the fact that this is the work which is now being done by the county councils to a very large extent. Therefore I incline to consider that a county committee arranging for such scholarships, and possibly also for exhibitions, from the secondary schools to the universities at the other end of Secondary Education, might be the best executive to contemplate.

883. Referring to the latter part of your answer, you are, no doubt, familiar with the Careswell Exhibitions at certain Shropshire schools?—Yes.

884. Would you throw open those exhibitions to all the schools of Shropshire instead of the particular grammar schools to which they have been attached?—Speaking of the Careswell Fund, I would throw it open to as many schools as would provide a fair field proportioned to the benefit to be obtained from the income. The present condition of that fund is unfortunate. It is not merely useless to all the schools except one to which it is devoted, but it is actually in one case, if not in two, having harmful effect upon the schools by encouraging them to keep up a useless competition with the great school at Shrewsbury in the subjects for which that school is so justly famous. The Commissioners have endeavoured to make a scheme dividing the funds between Shrewsbury and the other schools, but hitherto, owing to some misunderstanding, I cannot help thinking, we have been prevented by the Court of Chancery.

885. (*Mr. Hobhouse.*) Are these classical scholarships?—They are scholarships originally given to take boys to the university, and the examination is mainly classical.

886. (*Chairman.*) Reverting to the question of scholarships from elementary to secondary schools, at what age do you consider scholarships may be awarded by competition to the scholars of elementary schools?—I have heard it stated by some schoolmasters, especially at the Oxford Conference last year, that it was necessary for their best advantage to bring children from the elementary school to the secondary school at an earlier age than has hitherto been contemplated in our schemes. I think as early as 8 years of age was mentioned; I should deprecate that very much if the scholarships were to be awarded by competitive examination. I cannot think it to be tolerable that children of such tender age should be encouraged to enter for a competitive examination. Boys and girls at the age of 12 or 13 may be examined in what they have been taught, and the best of them promoted to the secondary school with a scholarship. Viewing the subjects that are taught, and the method of instruction in elementary schools, I do not think that much harm has been experienced—at least it has not been brought to my knowledge. But to take them at an earlier age for that purpose is, I think, objectionable on physical grounds.

887. Considering the great objections to competitive examinations for children, even at the age of 12, do you think it would be possible to award the scholarships on some other method than competitive examination,

which would test merit?—I have not heard of any method that I could recommend.

888. You do not think that a record of school work, supplemented by the action of some inspecting authority who could satisfy himself as to the merits of the children without necessarily imposing any competitive examination upon them, would enable the award to be fairly made?—I should be inclined to doubt it.

889. (*Mr. Yoxall.*) I understand that you prefer a competitive examination between the scholars in a school, and the selection of the holder of a close scholarship from the school, to a competitive examination between competitors from all the elementary schools in the district?—Yes; I think sending children about to compete is a bad thing in the first place. If we are speaking of elementary schools, it is true that the system and the subjects are so much alike that there is no great fetter upon the teaching arising from their entering for a common examination. But still that the children should be examined in school, I think, is preferable to their being examined with children in the other schools. I do not see how, at the first step of the ladder, in the promotion from elementary schools to secondary schools, you are to carry that out with strictness; but I should hope that limited competitions might be arranged between the children from a particular neighbourhood—a certain small number of schools—rather than that they should be all brought together in the county town to struggle for a scholarship.

890. (*Chairman.*) Have you much confidence yourself in competitive examination as a means of obtaining the child who would be likely to profit most by Secondary or University Education?—No; not ultimate university education; but I think you can form a fair judgment as to what child, out of five or six competitors, is best qualified to benefit by the education of the secondary school, to which they are all now of an age and standing to go, through an examination in the work that he has been doing.

891. (*Dr. Wormell.*) Do you know anything of the system of Mitchell's scholarships?—Not of the way in which it is worked. I have read the trusts.

892. Do you know the principle on which the scholarships were first arranged?—No.

892*a*. It was this. A large number of small scholarships of 10*l*. to help children from the elementary schools were arranged. At a short distance of two years there was a renewed competition for a scholarship of higher value, in the first place restricted to those who had gained the first. Then again there was a further competition for either the university or the Central Institute of the City and Guilds. Is that a system you would approve of?—Not a system where a number of children are set aside at an early age and brought into competition with each other again and again.

893. Not for a limited number of places?—No.

894. Suppose for instance the number for the first step was 20, then four for the second, and only two out of those for the last. Would you approve of such a system as that?—I do not see any public benefit in drawing a line round a certain set of children.

895. The advantage is in securing a continuity of preparation in allied schools?—I would not try to secure a continuity of preparation, which means of course a regulation of the curriculum in the schools, by imposing conditions upon a particularly small number of scholarships. I would try and secure a continuity for the benefit of all the children, by regulations intended to govern a school for which the governors of the school, not the trustees, were responsible.

896. For how many years would you give a scholarship in the first instance from the elementary school?—That is a point of detail which had better be put to a member of the profession of teacher.

897. (*Dean of Manchester.*) Following out the idea of the Chairman, supposing the master of the school to be an inspector, could you not dispense with the examination of the children and select the best boys and girls?—I doubt it.

898. (*Dr. Fairbairn.*) If you have a leaving examination in what way would that differ from inspection?—An examination, of children who have been taught together or of children brought together casually, must always differ from a nomination into which the element of personal judgment of the teacher or inspector enters. In one case you take the child's work and mark it, and in the other you judge on general grounds or your knowledge, which may or may not be impartial, of the children in question.

899. (*Chairman.*) Are you supposing the examination to be a leaving rather than a competitive examination?—No, not a leaving rather than a competitive examination, but a leaving rather than an entrance examination.

900. (*Mr. Hobhouse.*) You are aware that such a scholarship system as you have been advocating is in existence to a very considerable extent now in the different counties of England?—I believe so.

901. And that there are hundreds or even thousands of scholarships now being given to children in the elementary schools, and that there are a considerable number of what you may call exhibitions being given to lead on to secondary schools?—Yes, I understand that the local taxation grants have been very largely devoted to that purpose.

902. And you are aware that the scholarships from elementary schools are given on conditions as to attendance and subjects, which do in some cases affect the curricula of the schools from which the children come?—The curriculum of the elementary school I take it is regulated by the Education Office.

903. I was referring to the optional subjects?—I have no doubt that is so.

904. Have you noticed with regard to the secondary schools that the conditions under which the tenure of scholarships has been put by the local authorities in some cases influence their curricula?—I cannot but do so, and therefore the county councils are assuming a responsibility in respect of secondary schools which may have some results to be deprecated

905. Owing to the restrictions of the County Council by the Technical Instruction Act?—Yes, and possibly owing to the regulations which, with the best intentions, they impose upon the scholarship examinations.

906. (*Chairman.*) What do you think ought to be the maximum and minimum limits, if you can fix any, as regards the amount of a scholarship?—That must depend to some extent upon the locality and the circumstances of the class for whom they are intended. We have not, owing to deficiency of funds, been ever able to contemplate giving scholarships without reference to the total amount at our disposal, and in no case have we gone so far as the maximum amount which I understand is given by the London School Board, which I believe is 30*l.*; but I think I should add that the defect of our schemes has been in the direction of not giving, because we were not able to give enough, rather than of giving too much for each scholarship.

907. You say, with reference to the cases where the parents were very poor, that it would be necessary to provide something to compensate the parents for the wages which the child might have earned?—That is so.

908. Can you make then any suggestion with regard to the sums, considering that you think 30*l.* too much?—I rather incline myself, if we had a free hand, to establish scholarships upon a basis not absolutely fixed, but roughly graded, so that the honour of winning the scholarship should be the same and the emolument differ by a private arrangement between the board that gives it and the parent. That is to say, that after

a child has won a scholarship, upon a representation of poverty, the maximum amount might be given, which in the case of a scholar from an elementary school would, I think, generally be sufficient at 10*l.* in the country, and something higher in town, even for the poorest.

909. But the awarding board in your view would be the county authority?—I contemplate the county authority as in all probability the best.

910. You do not think there would be a difficulty in taking an authority with so large an area as a county and making it to deal with the parents of a boy?—It would have to be done through committees and the authorities of the schools might be used for that purpose.

911. (*Mr. Hobhouse.*) I suppose you know that it is the custom in some counties to lay down a minimum sum and use the committee to see what the circumstances of the parents require?—That would come to the same thing, and I am glad to hear that it is so.

912. (*Chairman.*) Is it within your knowledge that the Essex County Council Technical Instruction Committee has adopted the plan of varying the amount of the scholarship and so on as the result of inquiries made privately?—I am not personally acquainted with the Essex County Council—it is not within my district—but I have heard of such cases.

913. Can you tell us at all how that is found to work?—No; it is somewhat too early perhaps to give a report exactly of how it is found to work, but I have not heard that it has broken down at the first start in any case.

914. (*Dean of Manchester.*) Are not parents disposed to resent very nice inquiries into their circumstances?—The inquiries need not be very nice, and after all, the parent is receiving a bounty. We are speaking of a class which certainly cannot obtain these benefits without some such assistance.

915. (*Mr. Hobhouse.*) Do you consider that scholarships for girls should be awarded in the same way as scholarships for boys?—Yes. I have not had brought home to my knowledge any circumstances that tend to show such differences as require separate regulations.

916. You are aware that in many country districts it is difficult to found secondary schools to which to send these girl scholars?—That I hope will be remedied before long.

917. (*Mr. Cockburn.*) Are you familiar with the South Kensington scholarships?—No.

918. May not those be held under the Endowed Schools Act?—There is no reason why they should not be held under schemes made under the Endowed Schools Acts.

919. They are scholarships tenable for three years. If there be a local contribution of 15*l.* the Department contributes 21*l.* Would you advocate that system for the purpose of multiplying scholarships?—It would be very desirable that all these systems should be put into one and placed under some single, or at all events, singly arranged series of authorities.

920. But for the purpose of drawing out local zeal I suppose you would quite endorse the continuance of the Government aid?—I am not sure that it would be necessary under the future conditions that we have now in contemplation. It is a system that has grown up before the money was available through the county councils, which I hope will be available for Secondary Education shortly.

SCHOLARSHIPS FROM SECONDARY SCHOOLS AT THE UNIVERSITIES.

921. (*Chairman.*) Have you found difficulties in substituting the system of leaving scholarships and exhibitions for that of entrance scholarships and exhibitions at the schools to which the scholars would proceed?—In making schemes for secondary schools where we had to institute scholarships, we have found it very difficult to induce the trustees or others with whom we were in communication to consent to the setting apart of any sum for exhibitions to be taken from the school, because there was a feeling

that the money would go out of the place. In many cases there is not money enough in the endowment for all purposes, and perhaps it is as well that the leaving exhibition in that case should be postponed. We have adopted a form, which is far more of a common form than I like, that exhibitions may be founded by the governors when the funds are sufficient; but in many cases I would far rather have founded the leaving exhibition from the school to the university or place of advanced education, than the entrance scholarship.

922. Do you mean the entrance scholarship at that school or at another school to which the scholars might proceed from the school you are speaking of?—The entrance scholarship at that school.

923. That is to say, you would have thought it more desirable to send the best scholars on to that school than to enable scholars from a school of a humbler grade to enter by the aid of scholarships?—Yes. But let me place on one side entirely the question of the scholarship from the elementary schools to the second grade schools. I look upon that for the most part as taking precedence either of the opening or entrance scholarship to the school or of the leaving exhibition to the university. We then have entrance scholarships open to the world, the purpose of which is generally to attract children who are likely to do well to a particular school. These scholarships are not, to my mind, so useful to the children as exhibitions would be to take them when they have done their course in the secondary school to the university. But they are acceptable and popular, whereas the others are not so. Scholarships from one secondary school to another, that is to say, scholarships that may be considered either as leaving scholarships from a secondary school to be taken to another secondary school, or as entrance scholarships at a secondary school restricted in some way to a previous secondary school, hardly exist. We have not found it possible or useful to establish them to any great extent. In fact, the transfer of children from one secondary school to another is remote at present—it is an exceptional matter. Perhaps it is not so much promoted as it might be, but as I take it, it will always remain exceptional.

924. But it has been contemplated as part of a complete scheme by most educational reformers?—Yes, and I think there was a little too much refinement in the arrangements contemplated in that respect by the Schools' Inquiry Commission. At the same time, I have admitted that some more frequent occurrence of the exceptions would be desirable.

925. Referring to the universities, is it within your knowledge that it is now much easier than it was 30 or 40 years ago for a poor man to enter Oxford or Cambridge?—There are some facilities which have been introduced of late years, but, as is well known, there were admirable facilities at all times at the universities in the shape of provision for the poor.

926. In the shape of provision by endowment?—Yes.

927. But I ask you with regard to the ordinary necessary expenses for a person who goes without any aid from an endowment?—I am not sure that that has not been compensated for by what I am given to understand are the somewhat increased general expenses which are customary at Oxford and Cambridge now, as compared with what it was 50 years ago.

928. (*Dean of Manchester.*) Is that within your own knowledge?—Not within my personal knowledge, but I am given to understand that it is so.

929. Are you not aware that, for example, at a college like Merton, the present Head has so far reduced the way of living that a man can go there and pay about seventy pounds for necessary expenses, and subsist?—No, I was not aware that it had been reduced to seventy pounds a year at Merton.

930. (*Mrs. Sidgwick.*) With regard to the tuition fee, there is one point that I did not quite understand, and I should like to ask one question upon it. Am I right in understanding that Sir George Young thinks it would be a better plan if the fees of the secondary schools were so arranged

that the parents paid the full cost of the education, unless they got help either by bursaries or scholarships?—Yes, that is the plan which I have pointed to, as in my opinion desirable.

UNIVERSITY SCHOLARSHIPS

931. (*Chairman.*) Can you give us any information with regard to the working of the system of entrance scholarships at the colleges of Oxford and Cambridge?—The objections that I have urged to entrance scholarships at a place of education, as compared with leaving exhibitions, apply here, and there is the further objection that when we are dealing with education of the scope of the higher forms in secondary schools, examinations imposed by an external authority undoubtedly operate as a fetter upon the best teaching. It appears to me, since I should desire to confine myself entirely to that of which I have had special experience in this question, that the present condition of things at Oxford and Cambridge is having an injurious effect upon the Secondary Education of the middle classes. Some schools which have special endowments for exhibitions to Oxford and Cambridge are naturally unwilling to lose the benefit of them, and also the reputation which arises from having sent up scholars in past days, under the trusts of these endowments. Others, again, are very much swayed by the desire to figure in the lists of those schools which obtain open scholarships at the colleges at Oxford and Cambridge. It appears to me that the work of arranging that those schools shall give the education most suited to the class for which they are intended has been interfered with by the influence, which is quite a modern thing, of the large number of open entrance scholarships which are offered by the colleges at Oxford and Cambridge.

932. (*Mr. Lyttelton.*) When you said just now that you considered that the effect of the scholarship system was to fetter the best teaching in the secondary schools, did you mean all secondary schools?—Those secondary schools which prepare for these scholarships and examinations, and that is a larger number than ought to be preparing for them.

933. (*Chairman.*) Do you think that the system under which boys come up from school time after time to compete for one college scholarship after another until they get one, is a good system?—That would be a very bad system, if parents really are foolish enough to allow their sons to do so.

934. Do you think that the scholarships at Oxford and Cambridge are given with too little regard to the circumstances of the parents, or would you consider that that is an element to be ignored?—I should prefer to see greater regard paid to the circumstances of the parents—something in the nature which I have more than once indicated of a rough gradation. That is to say, that after the honour of winning a scholarship had been made public, it might be settled privately with reference to the circumstances of the parents whether the emolument should be on the first, second, or third scale.

935. Is it within your knowledge that the tendency of late years has been for the colleges to go on raising the amount of their scholarships?—I have heard so. There is no doubt that all these scholarships, with the exception of the Balliol scholarships, have arisen within the last 40 years.

936. The Balliol scholarships are large in amount, are not they?—I say that with the exception of the Balliol scholarships, the whole system has arisen within the last 40 years.

937. But has it come to your knowledge that the Balliol scholarships are large in amount?—I believe that is so.

938. Do you mean that these scholarships were among the first to be raised, and that other colleges have followed?—All the colleges have been founding scholarships within my recollection.

939. Is it the fact that Balliol is one of the colleges which has most largely increased the number and value of the scholarships and exhibitions which it offers?—No, I do not know that.

940. To what cause do you ascribe this practice of the colleges in raising the amount of the scholarships?—I have no doubt it is entirely with a view of improving their own character as places of education, and bringing within their doors desirable inmates.

941. In other words, to secure the best boys who are leaving the first grade schools?—Yes, and by no means merely for the sake of reputation in the vulgar sense, but improving also the intellectual and moral training which they can give to their other students. At the same time I am pointing to an evil which I think arises from its having been done unsystematically, and without sufficient reference to the effect produced upon Secondary Education.

942. Do you think there has been a certain element of competition among the colleges?—There can be no question of that.

943. (*Mr. Sadler.*) Are you prepared to suggest any remedy for that?—No, no particular remedy, but only to draw attention to the evils which in my own special sphere I have been brought in contact with, and which are not sufficiently appreciated in the universities.

944. (*Mr. Lyttelton.*) Would you mind pointing out what are the bad effects on the teaching of the higher grade board schools of this college system?—I think I should prefer to leave that to those who are better acquainted than I am with the practical work of education.

RELATION OF SECONDARY SCHOOLS TO THE UNIVERSITIES.

945. (*Mr. Sadler.*) Do you think the system of school examination conducted by the Oxford and Cambridge Joint Board has worked advantageously to the interest of schools?—I think it has been an excellent element, and has been of great use. I understand that the principal objection to its being more freely used is its expense. But I think it was a useful work.

946. (*Chairman.*) Would you like to see such a system of examination made general, and, if so, would you put it under the direction of what you have called a provincial authority?—I should like to see a provincial authority establishing its own system of examinations, but I should be glad if some freedom were still allowed to head masters to select, and from time to time to change the system under which their schools were examined.

947. Do you think the provincial authority, if any, could act in co-operation with the universities?—Yes. I think that might be done, and for that purpose I would welcome the representation of the universities upon such boards, choosing by preference the local universities, but not by any means excluding, if it were desired, representatives of Oxford and Cambridge, which are national universities.

948. But still the local universities, excluding Wales, would be only Durham and the Victoria University if you do not count Oxford and Cambridge as being local?—That is so at present. Of course Victoria covers three of the largest towns, which would all be centres, and Durham two.

949. (*Mr. Sadler.*) Do I understand that you think representation on such provincial boards would be the best administrative means of securing the continuous acquaintance of the universities with the changed educational needs of secondary schools?—Yes. I am inclined to lay great stress upon the benefit in the case of such representation to the institution which is represented.

950. Referring to another aspect of the same question, and to a former answer of yours, do I understand that you think that the compulsory requirement of Greek in university examinations at Oxford or Cambridge has tended to sever secondary schools from the older universities?—That I have observed in many cases. Putting aside altogether the question of scholarships and exhibitions, there is no doubt that the change which has been effected in the grammar schools, which practically amounts to dispensing with Greek from the ordinary curriculum, has severed them from Oxford and Cambridge, and were it not for the foundation of other universities, would have severed them from university education altogether.

Putting that together with the difficulty which exists in working any system of promotion from one secondary school to another, it would amount to this, that boys in secondary schools of the second grade who were found, late in their school career, to be suitable for university education, would be for the most part excluded from it.

951. Have you heard it urged that the amount of Greek required at the universities of Oxford or Cambridge is not sufficient to constitute a serious difficulty to boys who have not been able to give much time to the acquirement of the language?—No, I have not heard much discussion upon that, but I have no doubt that the requirement of a language, however low the standard may be fixed, constitutes a very serious difficulty in the way of those who have not been taught the language.

952. (*Dr. Fairbairn.*) Would you seek to avoid the evils of competition, which you have alluded to, by a system of close or district scholarships—scholarships either tied to a school, or tied to a district?—Do you mean scholarships given by favour, but limited to a particular district, or a particular school?

953. No, I mean scholarships not open to general competition, but open to competition either from a particular school, or from a particular district?—Yes, that is what I desire to see; the scholarships limited to the particular school, or, where that does not provide a sufficient basis, to a small number of schools, and then given by competition.

954. Then you would have schools so graded that only certain schools would be held competent to compete at the universities?—I would not grade them for that purpose. The schools which do not teach what is required at a particular university cannot, of course, be said to train for that university, but I would impose no restrictions upon the school, whether or not they should send up candidates for any benefits offered by other institutions, except in so far as that would be the indirect result of regulating their own work.

955. But if you attach scholarships to certain schools, you must on that principle still leave a large number of scholarships open to what may be called general competition?—The scholarships which are given as entrance scholarships at a particular institution must remain open to general competition, no doubt.

956. (*Mr. Lyttelton.*) Would it not be possible to arrange that a boy's linguistic ability could be determined early enough for him to begin Greek, say, at the age of 15, so that he would be able to go naturally into the university?—Possible, but difficult. It is very difficult to be so sure of a particular boy's future, or to make arrangements which would so far interfere with the discretion of a master, or at an early age convince the parent that the boy should be removed from his present school; say, and sent to another.

957. Is your view, then, that it would be better if the universities were thrown open to boys who were not going to become classical scholars ingreater numbers than at present?—Yes, I think I may say I belong to the number of those who consider that a change at Oxford and Cambridge in that respect is desirable. I notice that there are views which differ widely upon the extent to which Latin and Greek should form part of a university education. Some think that nobody should go to the universities who have not learnt Greek, and some think that those who have not learnt Latin should have a degree; but I belong to the middle party.

958. (*Chairman.*) Is it within your knowledge that it has been proposed at the universities to meet this difficulty by the institution of other degrees in addition to the degrees of "Bachelor" and "Master" of Arts, by which the case of these students desiring to go to the university and not wishing to learn Greek might be provided for?—I have heard that, but only as an outsider and as one of the public.

959. Have you anything to add to what I think you said to us on the first day of your evidence regarding the effect of the high limit of age which the colleges have fixed for their scholarships?—That again tends to increase the severance between what we call second grade schools and the older universities. Of course boys of 17, or even of 18, cannot as a rule compete with advantage with boys of 19, and where scholarships are open to boys of a year older boys of a year younger will be handicapped. That leads to great pressure being put upon us to enlarge the age to which boys may be allowed to remain at school. Our opposition to that is grounded upon our belief that a school should be arranged as a whole, and that it is not desirable that this very special class should be, as they would speedily become, the captains of the school, the leaders of opinion, and the setters of fashion in the school.

960. You mean arranged with a view to the educational interests of the decided majority of those who would resort to it?—Yes, in any case where those interests are brought into antagonism the bulk of the scholars should be studied rather than the select few; but also I think it would not be good even for the boys themselves, who are kept too long at a school best adapted to boys who would naturally leave at an earlier age.

961. Are you prepared to suggest any special alteration of the age at which scholarships are obtainable?—No; I think the extent to which I would carry my answer is merely this, that I think that the question of a further limitation of the age also should be taken into consideration by those who are responsible, when they come to inquire into the subject.

962. (*Mr. Sadler.*) Is the limit of age fixed by college regulation or by statute?—By college regulation, I believe.

963. (*Mr. Jebb.*) You referred to the fact that there are now other university institutions; do you think there is any advantage in differentiating between universities, not in respect of wealth, but in respect of the general character of their curriculum. Supposing, for instance, Oxford and Cambridge should continue to require as the basis of the Arts degree a certain knowledge of both the classical languages while including within their curriculum all branches of knowledge, do you think there is room in the existing state of education for universities having that distinctive mark, while, on the other hand, the newer universities and university colleges represent what might be described as a more distinctly modern basis of academical training?—I speak with considerable diffidence on such a subject. I think it very likely that that is so, and that there is room for such a differentiation. At the same time I think the requirement of Latin and Greek is beyond the means of the great bulk of those who obtain Secondary Education in secondary schools, and therefore to differentiate in the manner proposed between Oxford and Cambridge on the one hand, and the newer universities on the other, would, although not intentionally, have the effect of making them rather the universities of the rich.

964. (*Dr. Fairbairn.*) Does not the limit of age being so high tend in the same direction?—It does; but there is no limit of age at Oxford and Cambridge. The limit of age merely affects the special question of scholarships and examination.

LEAVING ("ABITURIENTEN") EXAMINATION IN SECONDARY SCHOOLS.

965. (*Chairman.*) Have you any suggestion to make with regard to the numerous examinations for entrance into professions and their effect upon schools?—They are far too unsystematic. It is a mistake, I think, that so many bodies should be allowed to set up examinations. Happily the evil, which had gone very far, is to some extent beginning to cure itself. Schoolmasters are beginning to protest. For instance, there was an attempt lately to set up entirely new examinations in London under the auspices of the Chamber of Commerce, and some educational authorities interfered and induced the Chamber of Commerce to accept the examinations, with some modifications, of the College of Preceptors, and others, I believe, for the certificates which they proposed to give. That was with reference to commercial education, but now one finds the Inns of Court

examination in general knowledge, and I believe the Incorporated Law Society the same, and the various institutes of engineers and architects, saying that before students shall enter for the special course of examinations which they conduct as institutes, they must discover whether or not they have received the elements of a sound education. It is quite true that in all these cases they will accept the examinations of a well-constituted educational authority, such as the local examinations of Oxford and Cambridge, or the matriculation examination of the University of London, but I think it is desirable that the examination should take place in the schools and not at the institutes. Something like the German system, where every boy who leaves school passes, or is expected to pass, an examination, would be desirable.

966. That is the examination which the Germans call *abiturienten-prüfung?*—Yes.

967. And you would propose that that should be substituted for the numerous and diverse examinations which have lately been instituted?—Yes. We might have then a better guarantee that they would be satisfactorily conducted from an educational point of view, and, further, we should guard against the danger of interfering with teaching, by necessitating special preparation, which has to be bestowed upon particular boys where an examination system has developed some particular quality or requirement.

968. Could that principle be also applied to the examinations for the public service, so far as they are not competitive. Of course where they are competitive different questions would enter?—Different questions would enter. But, so far as they are not competitive, it certainly might apply with advantage.

969. To any branch of the military as well as the Civil Service?—The examinations for entrance to the army, I think, are entirely competitive. Of the various Civil Service examinations with which I am acquainted, I think those only are not competitive which are instituted where clerks of a rather low grade are appointed, or assistants on temporary commissions, and they have, before accepting an appointment, to get a Civil Service certificate. But in that case the certificate of a well-constituted educational authority might be accepted in its place.

970. (*Dr. Fairbairn.*) How would that fit in with cases of private tuition?—It might be made to fit with advantage upon the lines I indicated on the last occasion of my examination; if private schools, in order that they might receive certain benefits under the organisation now contemplated, were required, among other things, to submit their students for examination by some well-constituted educational authority.

971. I have not only private schools in view, but cases of preparation by a private tutor?—There is no reason why a boy prepared by a private tutor should not be made to go in for some such examinations as the Oxford and Cambridge local examinations.

972. As a means of getting into one of the services?—Yes, as a means of entering what you may call one of the lower professions. All that I am now advocating is that these special examinations should be abolished, and that in their place should be substituted, not one system, but a few systems, which should be placed under definite authorities, educational rather than professional.

973. (*Mr. Lyttelton.*) The effect you would hope for would be that the curriculum should be of an educational character, not any special one?—Yes. I think the terms of the question cover the benefit I should expect. In "educational character" I include a good deal. In the first place, that the examinations should be thoroughly well conducted according to the best educational rules. In the next place, that scope should be permitted for varieties in teaching, and teaching would not be regulated, and no attempt made to regulate the course of teaching by means of examination, which I regard as pernicious.

(*Chairman.*) I desire to express to you, Sir George, on the part of the Commission, their cordial thanks for the great pains you have taken in preparing your evidence for us, and for the fulness as well as the clearness with which you have given it to us. In thanking you, I will venture to say, on behalf of the Commission, that if it occurs to you between now and the time when the Commission will be considering their report that there is any point upon which you would wish to speak further, if you will favour us with the result of your thought and experience we shall be exceedingly glad to receive a communication from you.

The witness withdrew.

G. W. KEKEWICH, Esq., C.B., called in and examined.

974. (*Chairman.*) You are Secretary of the Committee of Council on Education?—Yes.

975. Would you indicate to us what you conceive to be the relations of the Educational Department to secondary as distinguished from elementary education? — We think, that the Education Department has a double connexion with Secondary Education. It is connected with Secondary Education in the higher grade public elementary schools, and it is also connected with Secondary Education through the day training colleges and university training colleges at the top of the ladder.

976. Where would you draw the line between what is, properly speaking, elementary, and what is, properly speaking, Secondary Education?—I should draw the line by fixing the point in the curriculum where elementary education passes into Secondary Education.

RELATION OF ELEMENTARY TO SECONDARY EDUCATION.

977. And where would you fix the point, what subjects would you consider to lie on either side of the line?—I think I should be inclined to draw the line where the elementary stages of the Science and Art Department begins.

978. Would you explain that a little more fully. Would you indicate, by reference to the subjects, how that line would be drawn?—I should say it is almost impossible to indicate by reference to the subjects. It is at certain points in the subjects that you must draw the line.

979. The subjects may be treated up to a certain point as a part of elementary education, and thereafter would pass into the sphere of Secondary Education?—Certainly. Take science, science may be treated up to a certain point as part of the elementary education.

980. Would you indicate that by way of illustration from the case of any particular science?—I think that is a question that would be almost better answered by the representative of the Science and Art Department than myself. In specific subjects, if you take physics, a good deal of what we are teaching in physics would, I think, be Secondary Education.

981. The question of the distinction between secondary and elementary education has come practically before you, in dealing with elementary schools?—Yes.

982. Especially in what are called higher grade elementary schools?—Yes.

983. And upon what principle have the Education Department proceeded?—I do not quite understand your question. We refuse nothing as elementary education that comes within the schedules of the Code. That is the principle upon which we have proceeded. We are bound by the schedules of the Code.

984. But the schedules of the Code are your own creation?—Yes.

985. Therefore my question should rather be upon what principle have you constructed the schedules of the Code? If you had to draw the line afresh, upon what principle would you modify these schedules?—Would that be the question?

986. Yes, I will put it in that way?—I think it would be exceedingly difficult to take anything out of the schedules of this Code, and put it into the domain of Secondary Education, so as to prevent the elementary schools that are at present teaching these subjects from continuing to teach them. When I spoke of Secondary Education depending on the subjects, and not upon the age or standard, I meant that in my opinion you cannot say that when a child is out of the standards in a day school, he then enters upon a Secondary Education, because a child in Standards V., VI., and VII. of the Code, if he is being instructed in specific subjects, may be getting exactly the same instruction in specific subjects as a child who is out of the seventh standard—what we call "ex-seventh." They are all receiving exactly the same instruction, Standards V., VI., and VII. There is hardly such a thing now as a scholar who has passed all the three elementary subjects in Standard VII., because the examination is mostly by sample in our public elementary schools. A child is examined in reading, writing, or in arithmetic, and not in all three, and until he has passed in the three elementary subjects, he can always be examined in a standard of the Code, and I should think that although some children are still called "ex-sevenths," there are very few of them who are really qualified to be called by that name. As a matter of fact, so far as specific subjects are concerned, which are supposed by some people to be Secondary Education, they may be receiving exactly the same instruction as children in Standards V. VI. and VII.

987. When they are ex-seventh no grant is paid in respect of them?—No grant is paid in respect of them if they are also over 14 years of age.

988. But if they are under 14?—They would be re-presented in the seventh standard, or they might be, and they would also take specific subjects.

989. Would you call them ex-standard if they were going to be re-presented in the seventh; it is only a question of nomenclature, but would you so describe them?—The term "ex-seventh" is merely a term in the parlance of the Education Department. It does not appear in the Code, or in any official document. It is rather a term applied by the school boards and the people who are interested in these schools. I do not think I should call a child "ex-seventh" who had not passed the seventh standard in the three elementary subjects.

990. There are in some places a number of scholars in elementary schools in respect of whom no grant is paid, I understand?—Yes, I think so. I should not like to say that there are many in respect of whom no grant is paid, but there are some, no doubt.

991. Is not that the case in what are called the higher grade elementary schools?—I do not know how far children instructed in higher grade schools are not presented in the standards at all. In the Bridge Street School, at Birmingham, the school for many years was worked as a public elementary school, having science classes attached to it. It was practically a science school. The school got a very low grant for elementary subjects—not more than 14*s.* a head. I think it took no class subject, and I think it did not take singing. The public elementary school was merely kept up in order to enable the science classes to be added to it, and in order to enable the school board, therefore, to spend the rates upon the maintenance of science classes. I daresay there were some children in that school who were practically not in the public elementary school; but, nevertheless, there was the public elementary school attached to it. We could not tell whether there were children in the science classes who were not in the public elementary school.

992. Is it within your knowledge that there are a number of scholars who would be in secondary schools if the higher grade elementary schools did not exist?—I have no doubt that such is the case, but we have no means of knowing certainly whether it is so.

993. You have no means of knowing how many?—We have no means of knowing how many. I have no doubt that it is the case that there are a

great many children of a high social class in the public elementary schools of the higher grade.

994. And who are receiving what you would describe, speaking broadly, as secondary instruction?—Certainly, so far as the organised science school attached to the higher grade school is concerned.

995. Not also as regards literary subjects?—Perhaps it may be so in some cases. Of course the difficulty is to draw the line. You cannot do so exactly, because the elementary instruction dovetails into the secondary instruction.

996. But let us take Latin. Is it not the case that in some of these schools Latin is taught?—Yes; but I do not know that Latin is strictly a subject of secondary instruction. A very elementary instruction in Latin may be considered within the scope of our elementary schools. It depends how far you go in the subject.

997. But it is not an elementary subject within the terms of the Code, is it?—It is a specific subject in our Code. I see the course is grammar to the end of the regular verbs with simple exercises and translations; and we get as far as Cæsar, Book I.

SECONDARY EDUCATION IN HIGHER GRADE ELEMENTARY SCHOOLS.

998. Therefore it is a subject upon which a grant would be paid?—Yes.

999. How does the system of higher grade elementary schools receiving secondary scholars appear to work, so far as your knowledge goes?—I should think that it works exceedingly well. It supplies a want which is felt, especially in the towns and the districts of the great school boards. If you had an organised system of Secondary Education you never would have had such devices as that of the Birmingham School for science classes attached to a public elementary school, which is kept up only in order that the science classes should be a tag.

1000. How do you think this plan operates upon the secondary schools in the area in which the higher grade elementary schools exist; what is its influence upon the secondary schools?—That I have no means of knowing; but I should think that the existence of such schools as the school at Deansgate, Manchester, the Sheffield School, the Leeds Higher Grade School, and others, would probably have the effect of diverting to those schools scholars who would have attended the lower grade of secondary schools.

1001. Has it been brought to your knowledge that it is supposed to prejudice the secondary schools of the district?—I have no recollection of anything of the kind.

1002. The Education Department has not had that question to consider?—No.

1003. Supposing there did exist a complete system of Secondary Education under a local authority charged with it, would you consider that any changes were desirable from the present system under which the Secondary Education is given in elementary schools?—I think that it is a very difficult question to answer. I should think it would be better for the organised science schools to be co-ordinated with the system of Secondary Education rather than that of elementary education.

1004. It has been suggested that the fees charged in these higher grade elementary schools are so low that it is impossible for private schools to compete with them; that is, private schools giving anything like a tolerable Secondary Education. Have you any observations to offer upon that suggestion?—Of course fees are charged in I should fancy all the organised science schools attached to school board schools, but I have no doubt that the lower class of private schools cannot compete with higher grade board schools teaching specific subjects.

1005. Have you any observation to offer upon what may be called the methods of education followed in these higher grade elementary schools as compared with the methods which would be adopted in schools strictly belonging to the secondary class?—No. I have no means of comparison.

With regard to the methods in the higher grade elementary schools, I should doubt whether they could be improved upon. They are exceedingly good.

1006. The suggestion has been made (I do not express any opinion upon it of course) that the methods employed in these higher grade elementary schools are, so to speak, a continuation of the methods employed in the lower parts of the elementary schools, and not necessarily the methods which would be found best in good secondary schools. It is upon that point that I invite your opinion, if you have any expression of it to give?—I have no means of knowing upon what that is founded. I have no doubt that the methods of instruction throughout the higher grade schools are continuous from the elementary stages upwards.

1007. The scholars who are not presented for examination in some standard, or in a specific subject, would not come under the cognizance of the inspectors, so that you would not have direct knowledge through your inspectors of the teaching of these subjects where a grant is not claimed?—No.

1008. And as regards science schools, we should rather apply for information, I suppose, to the Science and Art Department?—Yes.

1009. (*Mr. Yoxall.*) As to the comparison between the methods in the public elementary schools and those in the secondary schools, Mr. Kekewich has had considerable information and experience, and has seen the methods of teaching in use there. I should like to know from him whether, in his opinion, the methods of teaching, as apart from the curriculum, are at all in favour of the public elementary schools, as compared with those of the secondary schools?—As I said before, I have no means of comparison. I should imagine that the methods of the higher grade schools are exceedingly good methods.

1010. And they are a continuance of the ordinary methods of the public elementary schools?—Yes.

1011. Might I ask whether Mr. Kekewich thinks it desirable to modify the Code by omitting from it certain matters which might possibly be thought to infringe upon Secondary Education, or whether he would prefer to retain within the purview of elementary education all that now exists within that purview?—I think that is a very difficult question to answer at this moment. When you have a system of Secondary Education, I think then you will have to consider where you are going to draw the line in each subject.

1012. But do you consider at present that there is anything which may be properly considered extraneous to a system of elementary education for those children who are not carrying their education further?—I think there may be something here and there, but not much. I think that here and there in the table of specific subjects you may find places where the curriculum infringes upon what you might call the proper domain of Secondary Education, but I do not think there is much that is outside a good elementary education for scholars in elementary schools.

1013. (*Mr. Cockburn.*) In your judgment everything that appears in the Code is necessary for a good and complete elementary education?—Without going quite so far as that I should say nearly everything.

1014. And in your judgment would it be possible either by age or by curriculum to limit the present work in elementary schools, with a view to any possible scheme of Secondary Education. I mean making it less advanced than it is to-day?—Not to any appreciable degree.

1015. (*Mr. Sadler.*) May I ask whether you think there is substance in the criticism that is sometimes heard that education is injured by the influence of grants given on examination in specific subjects; that pupils are taught a succession of miscellaneous subjects rather than trained by progressive and concurrent study on a carefully-framed scheme of education?—You are aware that we require, as a rule, a child that has taken

the first stage of specific subjects to take the next stage and so forth. A child cannot leave one specific subject and go to another. I should think that that gives all the securities that we can require. It is possible that if a child goes from one to the other, the result will be what is called smattering; but I do not know that in a certain sense we teach anything but smattering.

1016. (*Mr. Hobhouse.*) At what age are these specific subjects taken up—the first stage?—At about 11.

1017. Not before that age?—They might be taken up at 10.

1018. And are they taught, as a rule, in all public elementary schools?—In only a small proportion.

1019. Only in the town schools, speaking broadly?—Speaking broadly, only in the town schools.

1020. And in a town, I suppose certain elementary schools would take specific subjects, and others would not?—Yes.

1021. I see that in your memorandum you observe that all elementary schools, in so far as they teach specific subjects, are trespassing on the proper province of secondary schools?—Yes, that would be so in that part. It is very difficult to draw the line. At the top of the specific subjects they do trespass to some degree. For instance, there is no doubt that a child who knows any science as a specific subject perfectly could pass an elementary stage of the science under the Science and Art Department.

1022. Or could take a specific subject, and get a grant from the Education Department?—Yes, certainly.

1023. There is overlapping to that extent?—There is overlapping to that extent.

1024. You are not prepared to draw any line between the work of elementary education and Secondary Education, other than the line at present drawn, between the work of your Department and the Science and Art Department; do you think that line is fairly satisfactory?—I think it is a fairly satisfactory line with overlapping. The difficulty is that you cannot draw a line where there is no overlapping. You cannot draw a line, and say, "On this side is elementary education and on that Secondary Education," because the two must, more or less, dovetail one into the other.

1025. Could you give us the number of these higher grade schools?—No, I could not give you the number. We are going to get the information for you.

1026. And you can show us where they exist?—Yes, we can give you a list. It depends upon what you mean by higher grade schools.

1027. Is not the term "higher grade school" defined?—No; it is not defined anywhere. Of course there are two kinds of higher grade schools. There is what I should call the higher grade school proper, that is the educationally higher grade school; and the socially higher grade school.

1028. In your memorandum you mean the educationally higher grade school?—We mean the educationally higher grade school when we speak of such schools as, for instance, those of Manchester, Leeds, and Sheffield.

RELATION OF EVENING CONTINUATION SCHOOLS TO SECONDARY EDUCATION.

1029. (*Chairman.*) Can you tell us anything with regard to the relation of evening continuation schools to Secondary Education?—I think the evening continuation school, if it is a continuation school proper, is, and ought to be, a secondary school. Whatever system of Secondary Education you have in this country, the Secondary Education in day schools will be only for the few. The evening continuation school seems to be the Secondary Education for the people, for the artisans, and for the masses. I think that whatever system you have that kind of Secondary Education would be appended to it, and be useful as a general Secondary Education for the people.

1030. Would you say anything about that specially with reference to rural districts in which the plan of establishing these schools has been

very little carried out hitherto?—Evening continuation schools proper are exceedingly difficult to obtain, I should think, in the rural districts. They are common, of course, in the towns.

1031. But you would look upon them as a valuable adjunct to elementary schools in rural districts?—Certainly if they could be obtained.

1032. (*Mr. Hobhouse.*) But surely there are a large number of these evening schools being carried on in rural districts?—I was speaking rather of the evening continuation schools which teach the higher subjects of elementary education. I believe that the rural evening school even now is largely concerned with elementary subjects.

1033. You are aware of the difficulty that has arisen with regard to teaching technical subjects and elementary subjects in the same evening continuation schools?—Yes.

1034. May I take it that the view of your department is, that the elementary subjects should be first taught in what you may call preparatory evening continuation school, through the grant from the Education Department, and then technical subjects taught by aid of the local authorities?—I think so.

1035. You are aware that under the present system of grants it is very difficult to carry on some of these schools?—Yes.

1036. Your Department does not approve of the co-operation between the county council and your Department so as to teach the elementary and technical subjects together?—The question is not a practical one at present, because, as you are aware, the Technical Instruction Act prevents the local authorities from giving a grant to any scholar who is being instructed in any elementary subject.

1037. I wish to ask you from the educational point of view what you consider would be the best way of conducting a system of evening continuation schools in country districts?—I think that in country districts where the standard at which children leave school is exceedingly low, it is necessary to have some elementary instruction in the evening schools. Whether as a matter of policy those evening schools should be supported by the aid of the local authorities is another question, but I quite agree that it is very desirable that facilities should be given for the establishment in country districts of evening school teaching in the higher standards of the elementary subjects.

1038. You think that owing to the low age at which so many of the children leave school, it is necessary that there should be evening continuation schools of a lower character?—Owing to the low attainments I think it is desirable that there should be such evening schools.

1039. You also consider that educationally it would be better to teach the elementary subjects first, and separately from the more advanced secondary or technical subjects?—I think that it is desirable that the scholar should learn the elementary subjects first, and then there would come a period where he would go on with instruction in the elementary subjects, and take a certain amount of science or something of that kind, and then he might finally go into the higher subjects.

1040. But in the absence of compulsion, you admit that there is a considerable difficulty in getting many of these lads into evening schools, unless you combine elementary instruction with technical subjects?—Yes.

1041. (*Chairman.*) Can you give us any information as to the possibility of providing secondary instruction in rural districts, by super-adding what may be called a secondary department to some among the elementary schools?—That would entirely depend on whether you could get the money, and how you would propose to raise it. It would be quite possible to make a system of evening continuation schools throughout the rural districts.

PROVISION OF SECONDARY EDUCATION IN RURAL DISTRICTS.

1042. I was thinking of day schools, and of providing Secondary Education in rural areas, where no endowed grammar school existed, by creating

a secondary department in certain selected and comparatively centrally lying elementary schools?—You might do that where the population was large enough, but in districts where there is a very sparse population, it would hardly be possible I should think to maintain a secondary department which could be attended as a day school by many scholars.

1043. At any rate, you have no practical experience on the part of the Education Department of anything of the kind?—No. We do not even get higher grade schools in those districts. I do know one case in Kent,—I forget the name of it—where a small higher grade school was erected, a sort of secondary school—where several parishes joined, and the children from all those parishes came to it.

1044. You are aware that formerly there used to be a considerable number of endowed schools which were both elementary and secondary?—There are still, I think.

1045. (*Mr. Hobhouse.*) In country districts generally, the smallness of the school district is a great bar to any arrangement for high grade schools, is it not?—Yes, but I should have thought it possible for the authorities or the managers of schools in contiguous areas to combine.

1046. In your experience do you not find great want of co-operation among the managers in small villages and country schools?—Yes.

1047. They will not combine for the purpose of getting teachers in subjects, and things of that kind?—No; for instance, we do not find that our suggestions with regard to the instruction of pupil teachers are carried out.

1048. (*Chairman.*) Would you see any insuperable difficulty in the arrangements between the managers of some particular elementary school, and some authority for Secondary Education, say a county authority, for the purpose of adding a secondary department to a given elementary school?—I should think there would be no difficulty in that.

1049. (*Mr. Hobhouse.*) Would not that raise the whole question of aiding elementary schools out of county funds?—I understood the chairman to say that the idea would be to add a secondary department to an existing elementary school, the secondary department being outside.

1050. A separate institution?—Yes, a separate institution.

1051. (*Mr. Yoxall.*) I should like to ask Mr. Kekewich's opinion as to the desirability of legislation to secure that there should be an attendance at evening continuation schools made compulsory upon children who have not completed all the standards, or the whole of the tests usually applied in elementary day schools, this attendance at evening continuation schools to be a condition of leave to labour?—I think it would be a very good thing if it could be managed, but I do not see how you are to work it in rural districts. You might do it in towns.

TRAINING COLLEGES.

1052. (*Chairman.*) Can you tell us what the results so far have been at the establishment in 1891 of day-training colleges for teachers?—I think they have been a most valuable addition to our training institutions.

1053. And for what reasons particularly. What do they supply which did not exist before?—I think they supply a class of teachers who are outside what must necessarily be a somewhat narrow groove. I think they supply a class of teachers who mix at the training colleges with other students who are the students of the University College. There is more freedom in their curriculum; there is more freedom in their social intercourse, and generally I think that the student in the day training college goes out into the class of teachers as a very valuable leaven to it.

1054. He receives in fact, I suppose, more general mental culture and general mental stimulus?—I think so.

1055. And he is less brought up in one particular circle of ideas and associations?—Yes; less in the particular groove. The elementary teacher, when he goes out of a residential training college, often has his mind very much circumscribed and by purely professional ideas which

he has got at his school, or at his training college. But men from day training colleges, I think, have more general culture. I do not mean to say for a moment that there are not a great number of teachers coming out of the residential colleges who have very considerable culture, but it always seems to me to be desirable as far as possible to widen the ideas of the body of teachers.

1056. (*Dr. Fairbairn.*) And have they quite as much training in what may be regarded as technical teaching?—I do not think they have quite as much, and the training in technical teaching is, in my opinion, too little even in the residential training colleges. The professional side has to give way to the literary side. All that we require of a student during during his two years' training in a training college is 150 hours practical instruction in teaching, and I think that too little.

1057. Would not the university colleges require to be considerably modified in order to suit the special needs of the teachers?—You mean as giving them a more complete instruction in what is called pedagogy.

1058. Exactly?—I have no doubt that that is so. At present the instruction is given by a normal master or a normal mistress as the case may be, and the students practise in school under their superintendence.

1059. Would you suggest in this case the creation of a chair for example of the science and method of teaching?—In each university college?

1060. Yes, so as to adapt them a little more perfectly to this work?—I think it would be a very good thing. It would be a very excellent arrangement to make.

1061. (*Mr. Cockburn.*) You are aware, I suppose, that the great want felt by all school managers just now is want of female trained assistants?—Yes.

1062. In regard to these day training colleges you are aware that there is a difficulty raised by some of them in that pupil teachers who have passed a scholarship examination are not competent to work with their class of students, and therefore they find themselves unable to make any provision for female students. Can you give us any idea how that is to be met? Has your Department taken that into consideration in any way that would enable some provision to be made for the increased training of female students?—I do not quite see the difficulty. I believe it has occurred in the Yorkshire College, but I confess I have never been able quite to see the difficulty. I suppose there is some objection to men and women being taught together, but what is the difficulty you refer to? Is it the difficulty of lectures, or what?

1063. No. I am a member of a training college committee. The difficulty, as it is alleged, is that your scholarship girls are not competent—they have not been educated sufficiently to become students in university colleges in the arts course, or in any course that is distinctly part of the curriculum belonging to a university college. It is alleged that they are not fit, and that the college would have no alternative but to form a new class exclusively for them?—I do not know that that difficulty has occurred at other colleges where men and women have been teaching together. I do not know that that difficulty has occurred, for instance, at Cardiff. I have never heard of the difficulty occurring elsewhere, but at the same time, very probably the girls do enter the colleges not so well prepared as the men.

(*Chairman.*) I thank you on behalf of the Commission for the very interesting and valuable evidence you have been good enough to give us

The witness withdrew.

Adjourned to Tuesday next at 11 o'clock.

FIFTH DAY.

At Westminster Hall, Tuesday, 8th May 1894.

PRESENT:

THE RIGHT HON. JAMES BRYCE, M.P., IN THE CHAIR.

The Right Hon. Sir J. T. HIBBERT, K.C.B., M.P.
The Hon. and Rev. EDWARD LYTTELTON, M.A.
Sir HENRY E. ROSCOE, M.P., D.C.L.
The Very Rev. The DEAN OF MANCHESTER, D.D.
The Rev. A. M. FAIRBAIRN, D.D.
Mr. RICHARD C. JEBB, M.P.
Mr. RICHARD WORMELL, D.Sc.
Mr. HENRY HOBHOUSE, M.A., M.P.
Mr. M. E. SADLER, M.A.
Mr. H. LLEWELLYN SMITH, M.A.
Mr. GEORGE J. COCKBURN.
Mr. CHARLES FENWICK, M.P.
Mr. H. YOXALL.
The Lady FREDERICK CAVENDISH.
MRS. BRYANT, D.Sc.
MRS. HENRY SIDGWICK.

The Hon. WILLIAM N. BRUCE, *Secretary.*

General Sir JOHN F. D. DONNELLY, K.C.B., called in and examined.

1064. (*Chairman.*) You are secretary of the Science and Art Department?—Yes, I am.

1065. And have been for some time?—Yes, for some years. Before that I was Director for Science, and before that one of the inspectors of the department.

1066. The connexion of the Science and Art Department with the Education Department, I understand, is only a personal one through the Vice-President of the Council. Otherwise you are an independent department?—That is so. The Education Department and the Science and Art Department are, in fact, two branches of one Educational Department.

1067. You have favoured us with a full statement on paper of the operations of the Science and Art Department, especially so far as they are connected with Secondary Education in general, and therefore I do not think I need ask you to go through in your evidence what we shall find set out very clearly in black and white. I shall therefore only ask you some questions with regard to what may be called the practical working of the system as it is exhibited in the paper, and your views regarding any changes that might conceivably be made in it. As I understand, the Science and Art Department does not draw a line in the assistance which it gives between elementary schools and secondary schools, but it gives assistance on fixed principles, whether the particular school be elementary or secondary. Would that be a correct description of your proceedings?—Not quite, in this way: Grants for science instruction are not payable on account of a scholar in an elementary school who has not passed the sixth standard. They are only payable on account of such scholars in an elementary school as are in the seventh standard.

1068. But grants are awarded to pupils in elementary schools?—Only those who have passed the Sixth Standard.

1069. And also to pupils in what may be called secondary schools?—Yes; beyond that limitation it is open, and the grants are paid on account of any student who comes within the category of what are broadly called the industrial class, and that is limited by those whose incomes are under 400*l.* a year, or whose parents' incomes are under 400*l.* a year.

1070. You would not yourself, I suppose, undertake to draw a line, so far as the operations of your Department go, between what may be called elementary and what may be called secondary instruction?—No. I suppose in a certain sense all the instruction that is aided by the Department is distinctly secondary instruction, except drawing in elementary schools.

1071. And the schools which you aid in some cases also receive grants from the county councils?—Yes, I believe very large grants in some cases as far as we know now.

1072. But your awarding of your grant is quite irrespective of what they receive from the county councils?—That is so.

Effect of County Council Grants on operations of Science and Art Department

1073. Would you say that the operations of your Department have been affected in any and what way by the creation of this system of County Council grants?—They have been very materially affected in this way, that the science and art schools and classes have been largely stimulated and aided. They have received apparatus and other grants of that kind, and the Department has been enabled to make a change with regard to the grants it made. The payment that was formerly made for the second class in the elementary stage was cut off, and the grant for the advanced stage and honours very largely increased—in fact more than doubled—so that it has enabled the Department, without increasing the calls on the Exchequer to assist to a greater extent, and to encourage to a greater extent, the higher scientific teaching as distinguished from the mere elementary scientific teaching. When that was done an appeal, if I may say so, was made to the local authorities that they should supplement the work of the Science and Art Department by aiding the science classes in giving the very elementary scientific instruction. The schools have not been the losers at all in money grant from the Department; on the other hand they receive from County Councils in many cases additional assistance in carrying on their work.

1074. That is to say, the County Council grants have, to a large extent, provided for the more elementary part of the work, and you have concentrated your energies to a greater extent upon the higher part of the work?—Yes.

1075. (*Dean of Manchester.*) How long has that been in operation?—This time last year the first examination was held under the new rules.

1076. You have not yet had time to judge of any results, have you?—Yes, I think so. There was a considerable increase in the numbers coming up in the advanced stage last year, and, from what we know of this year, we believe that that increase has continued.

1077. I think this departure was not considered to be quite acceptable in the different centres, was it?—It was in some—the better schools—but, of course, there were a number of schools which earned their grants almost entirely for passing students in the second class in the elementary stage, and which did not attempt to take them higher. They were hard hit, and naturally complained. I may say that at the last examination, before a change was made, 46 per cent. of the students were passed in the second class in the elementary stage, that is to say, that half were in the very lowest grade.

1078. (*Sir Henry Roscoe.*) It was thought by your Department, was it not, that, taking cognisance of the general diffusion of scientific teaching, and the higher development which it had attained for some years, that step was a desirable one?—Yes, from the point of view of encouraging the better and higher teaching. The change also was forced upon the

Department to some extent by the enormous size that the examination had attained.

1079. Can you give us the numbers of students in the elementary stage in the first and in the second division before this alteration was made. Can you give us the number for the last year in which the old system was in vogue?—At the examination in 1891 about 190,000 papers were returned in various branches of science, and 107,000 in art, besides the drawings which were executed in the schools and sent to South Kensington for examination. Then, in the next year, there were 206,014 in science and 123,000 in arts. If the increase had gone on at that rate it would have been almost impossible to continue a central examination, and as 46 per cent. of the papers passed were in the lowest class of the elementary stage, the cutting that off gives an immense relief without in any way damaging the better schools, but, in fact, greatly aiding them to carry forward the instruction into the advanced stage and honours by the increased payment.

1080. (*Mr. Yoxall.*) May I ask if Sir John Donnelly thinks that the cutting off of the grant from the Department for passes in the elementary stage has been at all fairly compensated for by grants from the technical education committees of the county councils?—It is impossible from the returns we have to say exactly what has been given all round but I should like to point out that there is, if I may say so, rather a fallacy in the question by putting it that something was compensated for. The fact is this: that if the whole money allocated for payment on results in either of those years had been allotted on the old system or on the new, there would have been only a difference of a few hundred pounds. So that the whole amount paid to the schools was practically the same under the two systems. The difference was that the schools which took the higher instruction got larger grants, whereas the schools which had been contented before with taking only the very elementary work got considerably less. Therefore you will see it would be impossible to find out whether those particular schools which were doing only the very elementary work had been exactly compensated for the amount they had lost. On the other hand, a great number of the better schools were compensated in the other way by their own work—by a very much larger grant.

1081. (*Sir John Hibbert.*) Was it not the fact that the county councils were aiding the elementary classes that led very much to your change of system?—The fact that they had this money with which they could do so.

1082. And were doing so?—At the time this change was made they had hardly begun to aid.

1083. But it was proposed?—Yes. We believed that in all probability they would do so, and certainly with this kind of inducement and strong reason for doing it there would be this greater probability of aiding elementary instruction.

1084. And are you satisfied that the change has been a beneficial one?—Certainly, most beneficial. I do not think there is any kind of difference of opinion now on the subject, as far as I know. There is no doubt that it has been very beneficial.

1085. Have you had any complaints made of late years?—Not lately that I know of.

1086. (*Dean of Manchester.*) But I think you said that you had had no opportunity, as is quite obvious at present—excepting hearsay—of judging whether or not the change has been satisfactory generally?—Yes, we have opportunity. From the reports of our inspectors, and from the work that is going on in the country, we know that it has had a most salutary effect, and that the higher instruction is being attended to far more than it was formerly. Instead of working for, and satisfying themselves with, merely passing boys in the second class in the elementary stage, the schools are being fitted up for, and the work is being directed to, a higher standard of instruction altogether.

1087. (*Sir Henry Roscoe.*) Can you say by the relative increase in the advanced and honours papers whether that has been the case?—Last year was the first year under the new system—and then only partially—but as I said just now there had been a distinct improvement already. But this year we have the change in full force. At the present moment the May examinations are going on, and therefore I can only speak very roughly in the matter.

1088. (*Dean of Manchester.*) Have you now a system of inspectors going round inspecting as well as examiners examining? You speak of inspectors as those who go to the schools and observe that the curriculum is more satisfactory. Am I to understand that the inspectors go round and pay visits from time to time?—Yes, we always have had inspectors. There were four permanent inspectors, and a number of temporary inspectors, and the staff of permanent inspectors has now been increased to 17.

1089. As distinct from examiners? — As distinct from examiners, certainly.

1090. (*Sir John Hibbert.*) Is it not intended under the new system to have inspectors living in the districts?—Certainly you will see an account of the duties in paragraph 10 of my memorandum on page 4. I have there given a short statement with regard to the inspectors and where they are stationed, and at the foot of page 5 are the names of the inspectors—the four senior inspectors and the 13 other inspectors.

1091. With regard to those elementary classes, might it not have led to a waste of money if both the Science and Art Department and the county councils had aided the same classes?—Yes, I think so. At all events it is a much better application of the same money to apply it to the advanced instruction when you can get somebody else to take up the more elementary instruction.

1092. (*Dr. Wormell.*) Is there any credit given in the ordinary examination under the Education Department for those elementary subjects which now gain no grant from the Science and Art Department. Do any of them appear as special subjects under the Education Department?—I am afraid I do not quite follow the question. Credit in what way?

1093. Is there credit given in the ordinary examination of the school by the Education Department for the science subjects for which the Science and Art Department, under the new regulations, now make no grant?—The Education Department give credit for certain science subjects taken as specific subjects and also as class subjects in the elementary school, but the Science and Art Department does not give any credit or make any payment on literary subjects in its classes or schools.

1094. The point that I wanted to make clear is this. Seeing that now no grants are made for those elementary subjects by the Science and Art Department ——?—May I interrupt you for a moment. It is not a question of not making a grant for an elementary subject. It is simply this. Take the case of chemistry. The subject of chemistry is divided in the syllabus into an elementary and an advanced stage and an honour stage. Formerly when the student passed in the second class in the elementary stage a payment of 1*l.* was made on his account. When he passed in the first class in the elementary stage a payment of 2*l.* was made on his account. In the advanced stage 1*l.* and 2*l.* in the same way were paid. But if the student had obtained a second class in the elementary or in the advanced stage before obtaining a first class, only 1*l.* was paid on his account in obtaining a first class in that stage. Now under the new system no payment is made unless he attains something near what was the standard for the first class formerly in the elementary stage, when a payment of 2*l.* is made on his account. The way the new rule operates is that all those students who are brought forward with a very elementary knowledge of the subject are no longer paid upon. But as soon as they attain a knowledge of the subject nearly as high as that formerly required

for a first class, the whole payment of 2*l.* for the elementary stage is made, while the payments for the advanced stage and honours has been more than doubled.

1095. Will that discourage students from taking up those subjects, or are they encouraged by the Education Department to take them up as special subjects still?—You see the two sets of schools are distinct. Of course they have only got to go a little further, and they receive the same encouragement. They are discouraged from going a very short way, and then dropping the subject. In that case there is no encouragement. But I should say that lately in order to give some encouragement to the student and to let him know, as it were, how far he has got, a standard has been introduced which will come into force at this examination, in which the examiner will mark all those students who may be said to have done fairly well, that is to say, who have obtained about 40 per cent. of the marks. No payment will be made on their account. But the success will be recorded. They will know that they have got as far as that, and it remains for them to go on for another year and obtain the higher standard.

1096. (*Mr. Yoxall.*) And is it finally decided not to give certificates to students?—Only the statement that they have passed fairly well.

1097. Would that be a statement to each individual, or is it sent to the teacher of the class?—I think it will be sent to the teacher of the class or rather to the local secretary, who will give it to the teacher of the class.

1098. (*Mr. Cockburn.*) Are you able to tell us to what extent and in what way the county councils have taken the place of the old aid that the Department gave to that elementary science?—They are giving very largely, we know. They are giving a capitation payment on the students attending science classes; in some cases the payments are restricted to those students who are not sent in to the Science and Art Department examinations, and in some they are not. They merely give a capitation grant on the number of students who attend a certain number of lessons.

1099. That is not very general I believe, is it?—I think so.

1100. Among the county councils?—Yes, I think so. For instance take the case of Cumberland and the greater part of Lancashire. There are a number of county councils doing it. I have not got them out from the return, but one can easily do so.

1101. (*Mr. Fenwick.*) Are those schools which you say are giving the higher instruction, and under your new arrangement, receiving a larger proportion of aid than they formerly did, also aided by the county councils?—Yes I think so, many of them. I do not know whether you know the abstract of returns last year of the grants of county councils?

1102. No, I have not seen that?—From that I think you will see how they have been making grants.

1103. Do yot not think that the reduction of the aid given under the old arrangement to elementary schools which has taken place since the establishment of your new arrangement will considerably restrict the possibilities of those schools for giving higher education?—I think not. They have only got to carry it a little further. They get the same aid if they will only carry the instruction a step further.

1104. Do you not think the possibilities of their carrying it a step further are considerably restricted by the fact that a part of their aid has been taken from them?—No. Take the case of the organized science school which is the step above the elementary school. Take the Leeds Higher Grade School. The grants have certainly not diminished there under the new system, nor, as far as I am aware, have they in any of the higher grade schools. I just happened to get out the payments made to one or two schools before I came down here. The Leeds Higher Grade School is a splendid school of the kind, and it is very well staffed. They received payments on results at the last May examination, 3,049*l.* for science and 428*l.* for art. That is certainly a higher grant than they had in the

previous year. I am quite sure that I am within the mark when I say that it is only the ephemeral classes which were run principally for the grant on the second class in the elementary stage, and did not take the trouble to work the students forward who would be any losers under the new scheme. Those schools which were carrying and are now carrying the instruction forward are all gainers by it. The Manchester Central Board School received 2,231*l.* last year. The Newcastle-on-Tyne Rutherford College, Bath Lane, 1,332*l.*; the People's Palace, Mile End Road, 2,290*l.*; the Glasgow and West of Scotland Technical College, which consists of Allan Glen's school, the Bath Street branch, the Andersonian Buildings, and the Young Laboratory, that is to say, four different institutions that are worked together, received 4,868*l.* So that in the better schools there has really been no kind of falling off in the grant.

1105. (*Lady Frederick Cavendish.*) Your grants go to the payment of teachers, do they not?—I think they are almost entirely devoted to the payment of teachers.

1106. I only want to know if your requirements have increased rather in stringency from year to year?—There are certain conditions under which a teacher is considered qualified to earn payments on results of his school. The payments are all made to the committees, but in order that a school may receive payments on results the teacher must be qualified according to the rules laid down in the Directory, unless the school is under a local authority or carried on under the Public Libraries Act, or unless it is carried on under a scheme under the Endowed School Acts. In those cases the Department imposes no qualification, and the managers may select such teachers as they like. But in other classes formerly anybody who had passed in the advanced stage—even a second class in the advanced stage—was accepted as a qualified teacher if the committee chose to employ him. At the present time he must have taken either a first class in the advanced stage or he must have passed in honours. I do not at this moment remember the date at which the change was made, but I think it is about six years ago that the rise in the qualification was made.

SYSTEM OF PAYMENT BY RESULTS.

1107. (*Chairman.*) Has your payment by results system undergone any substantial alteration of late years?—No, I think not. I think it was in 1876 that we instituted the system of organised science schools, in which payment is not solely on results, but a capitation payment is made on those students who attend 250 times, and do fairly well at the examination. The object of that was to induce the schools to work on an organised progressive system of science instruction, instead of taking up subjects higgledy-piggledy without any relation to one another, and possibly only from the grant-earning point of view.

1108. Subject to that change, are you disposed to suggest any changes in the payment by results system, or do you think it works fairly well? You know the usual objections made to it?—I have heard many objections, but I have never heard any workable substitute offered for the system, I mean as a system on which a Government Department can distribute its grant with absolute fairness. It has succeeded in doing what I do not know that any other system could have done, namely, carried science instruction all over the country without ever raising any sectarian difficulty of any kind. As time goes on that system may be modified. I think that possibly it would be of advantage at once to make the capitation payments in organised science schools larger, and—if it were not considered outrageous for the Science and Art Department to have any thing to do with such a matter—I think that increase in those capitation payments ought to be conjoined with a requirement that literary instruction should be given to a larger extent than at present in those organised science schools, though no doubt some such instruction is given now. Then, further, I think that as the county councils and local authorities get more organised when they have settled down and know what they are doing, and we know exactly what they are doing, it would be most advantageous that the Government grant should to a considerable extent be administered through them rather in lump sums, than by

payments for individual scholars. There is one point which occurs to me now; if I may diverge for a moment. When the payment on results system is objected to, it is often overlooked that you may alter the system of payment by examination, but that you cannot get rid of the system of examinations unless at all events you are prepared to do something very unpopular, because our examinations really are acting as a kind of university, if I may say so without exaggeration, for the working classes. They enable a man to produce a certificate of qualification in physics or in chemistry, or in whatever it may be, and those certificates are of very great value, not only for him to show to employers, or to obtain employment by, but also to show him how he is going on. Attending those examinations enables him to gauge his knowledge of his subject.

1109. The money which the county councils give is not given, at any rate, to a large extent, on the payment by results system, is it?—No, not to the same extent certainly, but they have been proposing in some cases that we know of, to make their payments on the results of our examinations. Wherever I have had an opportunity of talking to the secretaries of county councils and other bodies, I have always advised them, as far as I could, to make their payments largely as capitation payments. They are in a position to look after capitation payments in a way that no Government Department can look after capitation payments. A local authority can say: "We will have a class in such and such subjects; we "will make capitation payments for them, and we will see that the "attendances are right," and so on. It is almost impossible for a central department to carry that out.

1110. The result of the change which you were describing a few minutes ago has been that the payment on results system is now much less applied to the elementary work, although it continues in full force for the higher work where your Department comes in?—Yes.

1111. (*Sir John Hibbert.*) As our inquiry has reference more to secondary teaching than elementary, I should like to know whether you are able to give any information as to the amount of the grants which you give which goes to elementary teaching, and also as to the amount which goes to the higher class scientific and art teaching?—I have not got any abstract at the present moment, and I would suggest that we could give you that information in a few months in a better form than we can give it you now from the examination in 1893, because the change has only become operative fully at this examination which is now going on. From the payments schedules we could abstract the payments that are made on the various classes, whether in the elementary stage, in the advanced stage, or in the honours. I think we could give it for the last year as well, but I am not quite certain without getting back all the claims from the Audit Office.

1112. Can you also give it with respect to the numbers attending the classes? Could you give us the numbers attending the elementary scientific classes, and those attending the higher grade classes?—I am afraid we could not with the information we have. In making their returns, the schools merely state the number under instruction, and they do not tell us whether they are receiving instruction in the elementary stage, or the advanced stage.

1113. Do they state anything with respect to the status of those attending the classes—whether they belong to the industrial classes principally?—Yes, in making the claim for payments on results, the Committee give the trade of each pupil or what the father's trade is.

1114. (*Sir Henry Roscoe.*) Can you give us the amount of money paid, taking them altogether, for the advanced classes and the elementary?—Certainly.

1115. Can you give us also the number of those who pass the advanced classes and those who pass the elementary?—Yes, that is of course given in the annual report.

1116. (*Dean of Manchester.*) Are you speaking of organised science day schools and evening continuation schools, or are all your answers referring only to one or the other?—We have nothing to do with evening continuation schools. Those are under the Education Department.

1117. But you have classes in connexion with them?—"Evening continuation schools" has a very special technical meaning at the present moment.

1118. (*Sir Henry Roscoe.*) Can you give us roughly the proportionate numbers and amount in the two classes, advanced and elementary?—These figures that I have here refer to 1891 and 1892.

1119. What amount of money was paid?—I cannot tell you the money. I can give you the numbers. I can get out the amount for you.

1120. If you could get that out I think it would be important that we should have the amount of money paid for the advanced and the amount of money paid for the elementary in that year. Now, perhaps, you would give us the numbers of students?—The total numbers in 1891 and 1892 were 104,000 and 119,000 respectively. I am leaving out the odd hundreds. The failures were 34,000 and 36,000. The numbers in the second class in the elementary stage were 49,000 and 57,000; in the first class 19,000 and 24,000. Then in the advanced stage the totals were 26,000 and 29,000; the failures were 8,000 and 9,000. The totals in the second class were 14,000 and 15,000, and in the first class 3,900 and 5,497. So that you see the proportion of the numbers who got up to the first class or even the second class in the advanced stage was in those years very small in comparison with the total numbers coming up.

1121. Can you give us the amount of the grant?—Yes, I could give you the grant for the last year.

1122. Now one other question with regard to the point raised by the Chairman, namely, the payment on individual results. You told us that quite recently 17 new inspectors of science and art schools have been appointed?—Yes, that is so.

1123. I suppose I should be right in saying that the appointment of those men for the purpose of examining schools and of reporting to your Department on the subject is a step towards lessening the amount of payment on individual results. That is to say, I presume that those inspectors will report to your Department on the general working and value of each particular school, and that from that inspection and from those reports it may be possible to award to a school a grant independent altogether of the actual examination of the individual scholars and payment on those individual results. What has been, shortly, the object of the appointment of those new inspectors resident in their districts?—In order to more largely and more efficiently inspect schools.

1124. But is that inspection in any way calculated to diminish the value of the examination on individual results?—No, I do not think it is. I do not think it is calculated to diminish the value of the examination.

1125. (*Dean of Manchester.*) But is it not intended rather to be, I will say for want of a better word, superseded eventually?—It may be.

1126. That is what I should take it is Sir Henry Roscoe's idea?—It may be, but there has been no arrangement of that kind at present.

1127. But would it, or would it not, be desirable that a very much larger advantage should result from the inspection as against the payment by results on examination?—Are you asking me whether I think it would be better to pay more largely on inspection.

1128. I am. That is the distinct question?—I do not know that anybody has suggested a means by which you could allocate the grant by inspection. I have ventured to suggest how I think in organised science schools we may increase the capitation grant, and that of course that would depend to some extent upon inspection, or very largely upon inspection; and also I think we may look forward, as I said, to paying

through the local authorities. But I do not see any way in which you could allot the grant under the conditions under which our grants have to be made in a fair way by inspection alone. We have schools that get perhaps 1*l.* or 2*l.*, and at the other end of the scale, as I read out just now, we have schools that get over 3,000*l.* a year. Nobody has suggested how, with different inspectors in different parts of the country reporting according to their own different views and ideas as to what is good, bad, and indifferent, a Government Department is to allot grants which must necessarily vary in this enormous proportion. The analogy that is sometimes given of an elementary school does not hold good at all. In the elementary school you have boys of a definite age going through a definite course of instruction, and an inspector can say whether the school is a good one or a fair one or an excellent one, and the grant is per head on a course which goes through that school. But the science schools and classes are of every conceivable kind. You have at the one end the Glasgow and West of Scotland Technical College giving all kinds of instruction, and at the other end of the scale you find in a small village a class in chemistry or agriculture alone. The system of paying on results has enabled the Department to allocate the grant with absolute fairness according to the amount of work those different institutions did, without interfering with their management or internal arrangements, without raising any religious question or difficulties, and without making any invidious choice as to what school or institution was to be aided and what was not to be aided.

1129. (*Mr. Sadler.*) Carrying forward the same topic, am I right in understanding that you think the establishment of organised science schools would tend to modify the system of payment by individual results?—Modify it in this sense, that I think you may very well in an organised science school, where they are all going through a definite course of instruction, increase your payment by capitation and reduce your payment by results.

1130. The system of awarding such capitation grants having regard to the methods of teaching and the general organisation of the school?—Yes.

1131. Then I suppose it would be part of the duty of one of the resident inspectors you have been speaking of to visit these organised science schools and report to the Department as to how much grant should be given in respect to methods of teaching and general organisation?—Of course it is his duty now to go and visit them and report upon them. Speaking roughly, I think we might say that if an organised science school is reported as doing its work fairly with a proper allowance of teachers, apparatus, &c. instead of receiving 1*l.* per head for capitation grant as as at present, it should receive 2*l.* or 3*l.* But I would still retain some payment on results shown by examination. You are bound to continue the examination. I think everybody will admit that the examination is a great benefit to all the school, and is desired by the scholars. As you have that examination, why not use it for making some further payment according to the excellence of the school. That examination, carried out by the best people that the Department can find in various branches of science, is a more satisfactory test than anything which could be effected by various inspectors over different parts of the country who cannot possibly work to one standard, and cannot possibly be experts in all branches of science.

1132. Arising out of that let me ask you this—How far do you find that the system of the organised science school is being combined with the ordinary work of a secondary school, the larger part of the curriculum of which is of a literary character. I notice for instance on page 21 on paper B with which you have favoured us that there are comparatively few schools other than higher grade board schools that have taken advantage of your arrangement to be made organised science schools?—That is so. On page 23 is given a list of secondary schools. Perhaps it would have been better to call them endowed schools. So far as the organised science school curriculum is concerned, the schools taking it up are not as a rule

the ordinary secondary or endowed schools. The endowed schools on page 23, having their grammar school curriculum, cannot very well devote the time that we require for the science instruction in an organised science school. Therefore they take instruction in one or two subjects alone, and do not take the full course of the organised science school.

1133. That brings me to my point. I gather from you that under the organised system of science schools, the school has in a way more freedom, but there seems to be some difficulty in the way of an ordinary secondary school adopting the system of organised science schools, and therefore they remain within the purview of the old system, which is comparatively confined to payment by individual results. In view of a possible reorganisation, I should like to ask you whether you know what are the difficulties which prevent the secondary schools of the older type from becoming organised schools?—The difficulty is that they do not want to teach science to the same extent. They do not wish to devote 15 hours a week to science instruction. Then further, many of these schools have not got laboratories such as we should require for an organised science school. They are grammar schools or endowed schools which are taking a certain amount of instruction in one or other branches of science, say physiography, physiology, agriculture, or mathematics, but they do not wish to devote themselves to what is very nearly a system of purely science instruction.

1134. Have you thought of it as possible that schools which devote less than the 15 hours a week which are required, according to your system, to be given to science, should yet receive aid in respect of their science teaching on somewhat freer lines than that given on the system of payment by individual results?—I think, if I may say so, it is rather begging the question to say "on somewhat freer lines." You see they are really on freer lines when they are not an organised science school. They may teach what they like, and as long as they like. Therefore, they are really working on freer lines than in an organised science school. But, perhaps, you mean that they should receive more as a capitation payment, and less by payment on results.

1135. Yes?—Of course it would be quite possible to do it. But there are two things to be considered first of all. Up to now it has not been really the function of the Department to aid the secondary instruction which is given by the grammar schools of the country. They have incidentally taken advantage of the grant, and receive the grant on account of those pupils who come within the 40*l.* a year limit; and also some of them have taken it, without getting any payment on results as you will see, purely for the purpose of having the advantage of the examinations of the Department. But, of course, it would be quite possible, if it was considered right, to make a system of capitation payments for grammar schools.

1136. (*Sir John Hibbert.*) Could an organised science branch be established in connexion with the secondary schools under your present conditions?—Yes. They have only to comply with the conditions with regard to taking up and going through the course of instruction which is laid down in the Science and Art Directory, giving the 15 hours a week instruction to science, and having a properly equipped laboratory, and they could get the payments that we give for an organised science school.

1137. In the second list, on page 23, are there not secondary schools which have an organised science branch?—Yes. But they would appear also in the previous list, if they had.

1138. (*Dean of Manchester.*) Mr. Sadler made a statement which I think requires some little modification. It is perfectly true that the majority of these organised science schools are elementary schools or higher grade schools; but it is a fact, is it not, that on looking down it there are several grammar schools?—Certainly. I tried to make that clear. At the foot of page 21, you will see St. Olave's Grammar School, and there is the Manville Grammar School.

1139. (*Dr. Wormell.*) Is it not true that at present a branch of a school may form an organised science school, one class, for instance, taking up science more largely than the whole school. That branch may be called the organised science school, and yet a very large portion of the school outside that may send up pupils for special examination, and receive grants on the results. Is not that so?—Yes. For instance, if there were 600 boys in a grammar school, and they had one branch of it which they called the organised science school, and 100 boys went into that, and went through this definite course which is shown on page 33 of the Science and Art Directory, and they had proper laboratories, and so on for them, that branch might be treated as an organised science school, and on those boys a capitation payment would be made, and at the same time from the rest of the school they might send up the boys for examination in one or two subjects, and receive the simple payment on result on their account.

1140. (*Sir Henry Roscoe.*) In order to be quite clear on that point may I ask this. You have suggested 100 boys, would they be ex-seventh, or might they be within the standard?—No; they may not be in any standard.

1141. But the question addressed was with regard to a grammar school.

1142. (*Dr. Wormell.*) An endowed school. For instance, on page 21 appears an organised science school, with 70 boys in it. I was thinking of the Central Foundation School, which I know something of. The same school appears at page 26, as presenting 493 in science, and 553 in art. That is an illustration of what I mean; the organised science school is entirely within a much larger institution, and the students from the school, but outside the organised science school, can present themselves for individual examination, and receive grant. Is that so?—Yes, that is so.

1143. (*Mr. Hobhouse.*) As I understand it, you have nothing to do with secondary schools, as such, any more than you have to do with higher grade board schools as such. The institutions that your Department deals with, are organised science schools and science and art classes?—Yes,

1144. Is it a sort of cross classification?—Yes.

1145. And you have nothing to do except as regards the elementary drawing grant with the children in the standards?—We may have to do with children in elementary schools, if they are in the seventh standard. They might be put into a science class if they are in the seventh standard.

1146. But below that standard you have nothing to do with them, except with regard to elementary drawing, which is a separate part of your work?—That is so, and I think it would be much better that there should be no science teaching under the Science and Art Department for children in the standards in an elementary school.

1147. And you would like to draw the line above the seventh standard?—Yes. There should be no overlapping of the two Departments' work.

1148. Then the higher grade board schools are assisted in so far as they form classes which you recognise as organised science schools, or classes which you recognise as science and art classes?—That is so.

1149. And other institutions, such as mechanics' institutions for instance, may obtain aid in the same way?—On exactly the same footing. They are all exactly on the same footing.

1150. You take no account of the age?—No.

1151. It may be a class of adults, or a class of lads or girls?—Yes. Of course, if you introduced capitation payment, or if you paid largely by capitation payment, you would have to take account of age. When you are paying on results it is not necessary to lay down any limit of age. If they are too young to learn, they will not be admitted.

1152. In the organised science schools there is a capitation payment?—Yes, but it is not paid on account of a student who does not pass in a

subject of science. It is one condition that the scholar shall have done fairly well in a science subject at the examination. The capitation payment is something over and above the payment on result.

1153. But it is given irrespective of age?—Yes, quite so.

1154. There has been a considerable increase in the number of these organised science schools, has there not?—Yes.

1155. Is that entirely due to the higher grade board schools?—Not entirely, but it is very largely due to them I should say.

1156. (*Dean of Manchester.*) Is it not mainly?—I dare say it is.

1157. (*Sir John Hibbert.*) Is it not largely from county council money for science classes?—I do not think the county council money has had an appreciable effect at present, at all events, on organised science schools.

1158. I am speaking of science classes?—On other science classes it has had an immense effect.

1159. (*Mr. Hobhouse.*) But at present the organised science schools are as a general rule confined to large towns, are they not?—I think so, certainly. There are some few in this list that are not in large towns.

1160. At present it has not been able to be carried out in country districts?—No, besides, the value and advantages of these organised science schools is only gradually being appreciated. It was not realised a few years ago.

1161. But you yourself recognise that in the ordinary secondary school, they cannot give up to science teaching the number of hours a week that you require to enable them to qualify as an organised science school?—Quite so The organised science school is for a student who is going to work principally, if not entirely, in a scientific direction, whereas, the ordinary grammar school aims at secondary instruction of an all-round character.

1162. You foster Secondary Education in a narrow sense of the term, as distinguished from a general sense of the term?—Yes.

1163. (*Mr. Sadler.*) Do you think that the comparative absence of grammar schools from the list of organised science schools is due in any large measure to the objections felt by teachers to the nature of the curriculum required by the Department?—Not so much to its nature as to its inappropriateness, on the score of length and extent, for the ordinary grammar school.

1164. (*Mr. Hobhouse.*) With regard to secondary schools, are all the schools in your list on page 23, Public Endowed Schools?—I think they are. It is a mistake, I think, calling them secondary schools. I do not know exactly myself how a secondary school should be defined. The list ought to be headed "Endowed Schools." These are all schools with schemes under the Endowed School Commissioners.

1165. (*Dean of Manchester.*) I see a great many of them are called "Institutes." Are those endowed?—I am not quite certain, but I think those are all endowed.

1166. (*Mr. Hobhouse.*) The institutes are mostly in Scotland and Ireland, I think. Of course, you aid other secondary schools—proprietary schools and private venture schools—do you not?—No, not private venture schools

1167. May not they form science classes among their boys?—If they are for private profit, no. We draw the same line now as the Technical Instruction Act, and if it is for private profit, no. A school which was under a Company might, until recently, get grants from us.

1168. Whether it paid a dividend or not?—Yes, from the Department. It could not from the Local Authority under the Technical Instruction Act.

1169. But you are bound by the Technical Instruction Act, in your general science and art work?—No, the Department is not bound *quâ* its

grants but the line has been drawn much more sharply with regard to private profit since the passing of the Technical Instruction Act. It was a very awkward thing for the Department to be paying a grant to a school which the local authority could not aid under the Technical Instruction Act. Our rule has been made more stringent with regard to private profit. You will find it on page 3 of the Science and Art Directory. It says that a school "must not be conducted for private profit, or farmed out by the managers to the teacher; and it must have local support either in the form of fees and subscriptions or of rates."

1170. That is a departmental rule made in what you believe to be the spirit of the legislation?—Yes, to run on the same lines as the Technical Instruction Act.

1171. (*Dean of Manchester.*) *A propos* of that have you any means of knowing how far the teachers become beneficiaries from the payment by results. In other words, how far these teachers, in spite of your regulation, farm the school in a great many instances, and pile on subjects in order that they may make money?—The managers have to make a return of the money that is received by the school, and show how it is spent, and how much the teachers are paid. Our inspectors look into that, and whenever we find there is farming we stop it.

1172. (*Mr. Hobhouse.*) Now another question with regard to the endowed schools. I see on page 3 of your memorandum you draw a line between those whose endowments exceed 300*l.* a year, and those whose endowments are below that?—Yes.

1173. You exercise some check on the grants that are earned in the richer class of schools?—Yes. Practically the only restriction that has been made hitherto has been with regard to mathematics, and when the school has 300*l.* a year or more, we say that they may not earn payments on results in elementary mathematics, stage 1 in some schools, and stage 2 in others, and so on. When a school is fairly endowed it is not too much to expect that mathematics should be provided for by the endowment of the school.

1174. That is not a published rule, but I take it that that is the practice of the Department?—It is a published rule that each case has to be considered on its merits, and that is the operation of the rule at the present time.

1175. But otherwise you give your grant on the same principle, to all these institutions so long as they are not conducted for private profit?—Yes; but only on account of the instruction of the students who come within the proper category.

1176. There is a limit to the income?—Yes. The committee have to certify with regard to the person on whose account the payment on result is claimed, if it is a school for boys, that the father is not in receipt of more than 400*l.* year.

1177. Is that an absolute rule applying to all your grants?—Yes, it is absolute, with this reservation in certain classes, and in organised science schools, where the vast majority are known and reported to belong to the industrial class we do not require a personal certificate in each individual case.

1178. (*Dr. Wormell.*) Is it the plan to take the proportion for a school. Suppose, for instance, you make inquiries, and find that 10 per cent. of the parents of the scholars are receiving salaries above the mark. Do you then take 10 per cent. off the grant?—No, the payment is made in all.

1179. (*Mr. Hobhouse.*) There have been a large number of science and art classes started owing to the actions of the county councils lately. As a rule you assist all those classes. You do not assist the evening continuation schools in the technical sense of the word?—We do not make the payments that are provided for by the code for the evening continuation schools on account of a student in an evening continuation school. If he

was taught science in a science class and came up to our examinations, payments on the results of his instruction would be made.

1180. But generally speaking, evening continuation schools are not up to your standard?—No. We should not exclude them because they were evening continuation schools, but as a matter of fact of what are now understood, under the new definition, to be evening continuation schools. I should say that ninety-nine hundredths had nothing to do with the Science and Art Department, except in taking up drawing in the evening.

1181. (*Sir Henry Roscoe.*) Those are elementary schools, are they not?—Yes.

1182. Shall I be right in saying that with the exception of drawing, and with the exception of those boys above the Seventh Standard who, I understood, may come within your grant, your Department is merely concerned with Secondary Education?—Broadly, yes. I have difficulty in answering the question, because Secondary Education has such very different significances.

1183. It is not elementary education?—If primary, secondary, and higher education were three successive rungs of the educational ladder leading one to the other, the question would be easy to answer. But as a matter of fact it is not so. Primary education as it is generally understood, is meant for boys who will not be leaving school at 12 or 13 years of age. What is called Secondary Education generally is the education of boys who are going into the business of life at 16 or 17 years of age. Lastly, in higher education, you have that of the university student. Well, the education which is adapted to the boy who is going into work at 13 years of age is and ought to be a different kind of thing from the education of the boy who is going to the secondary school—I mean from the beginning; it is not a stepping from one to the other. A boy who is going to remain at school until he is 16 or 17 should before he is 12 or 13 have taken up lines of work which if he is going to stop at 12 or 13 years of age, it would be useless for him to commence upon. And so, again, there are lines of study which a lad may with advantage take up early in life if he is going to a university, or place of higher instruction, but which it would be useless for him to embark on if his scholastic life was to end at 16 or 17. The work of the Science and Art Department as it originally was, was directed principally, if not wholly, to supplementing the education of the boy who, having left the elementary school at 11, 12, or 13 years of age, and gone to work, desired to get in the evening that kind of specific secondary instruction afforded by a science or art class. As time has gone on, and as science instruction has been more thought about and talked about, grammar schools and schools of that kind, which formerly had not had any science instruction in their curriculum, took up science instruction, found that the Science and Art Department provided a handy form of examination for their schools, and also for a certain class of their students payment on results for it. The consequence is that the net of the Department has gradually been thrown over a wider sphere. But this is an outcome of late years. I am sorry to have gone into that dissertation, but I wanted to make clear what appears to me an important point with regard to Secondary Education, and that is that a properly-formulated Secondary Education should have a primary education of its own, different from that of the ordinary primary school. The education of the boy destined for the secondary or higher school, should be different, almost from the first, from that of the boy whose scholastic life is to stop at 12 or 13 years of age.

1184. (*Dr. Wormell.*) In the event of a complete organisation of Secondary Education above the primary in the future, what, in your opinion, should be the relation of the Science and Art Department to the new system?—Well, I am afraid I shall have to write an essay about that——

1185. (*Dean of Manchester.*) Before you apply yourself to that essay which I am afraid would take you rather longer than we can keep you this morning, I want to ask you if it is not within your knowledge that there

are as many as 10 centres in Manchester in which in evening schools there is science and art teaching?—Do you mean evening continuation schools?

1186. You take no cognizance of whether a school is evening, day, grammar, or whatever it is, provided they put themselves into connexion with your Department. Is not that so?—Certainly.

1187. Then is it not a fact that there are 10 centres in the City of Manchester alone in which there is such a connexion between your Department and science and art teaching?—Certainly. I should say, speaking from memory, that there are more than 10. There is nothing that I have said in contradiction to that, that I know of. I should like to clear this up. There is an evening continuation school code. Under that code classes get grants which are quite irrespective of the Science and Art Department, and so long as it is an evening continuation school (which I said has a technical meaning) it is outside the Department. Of course also "school" is a word that has various meanings attached to it. In the same building, under the same master, and possibly with the same students, there may be a class under the Science and Art Department and an evening continuation school. But we have nothing to do with the evening continuation school and curriculum under the code.

1188. (*Mr. Cockburn.*) You have spoken of the rapid multiplication of organised science schools, and you have said that for the most part the multiplication has arisen among school board higher-grade schools?—Yes, I think, very largely.

1189. Has that been due to the method of decapitation which is possible to school boards from their elementary schools, thus enabling them to gather to one common centre a large number of children suitable for teaching in organised science schools?—Yes. In some towns they have taken them from all the schools, and in some others they have not. In the latter they have had their own lower standards. For instance, in Sheffield they gather them from the other schools, and in Birmingham they have their own lower standards.

1190. Would it occur to you as possible to found an organised science school unless you had some connexion of that kind with the elementary schools. For example, could any other body than a school board which had a large number of elementary schools to draw upon be naturally expected to multiply organised science schools?—No; but there are exceptions. For instance, take the case of one of the earliest schools connected with the Department, the Bristol Trade School. That was an organised science school at one time, though I am not sure whether it still continues the organised science school curriculum. It was a school maintained by the Merchant Venturers of Bristol.

1191. Has any organised science school been founded by the county councils?—Not that I know of.

1192. They are not in this list, are they?—No, I do not think county councils have had time yet to establish such schools.

1193. And would not the difficulty in their way be the want of linkage between them and any kind of elementary education?—Of course it would be a difficulty to a certain extent, but I think it is a difficulty that they could get over very easily. They have only to set up a school, and provide a certain amount of small scholarships or free studentships, and then many of the boys when they have finished in the elementary school would be glad to join these higher schools and get three or four more years' education. Those organised science schools that are attached to elementary schools have an advantage, but I do not think there is any serious difficulty any more than there was at Bristol with the Trade School there.

1194. (*Dr. Fairbairn.*) Do I understand that a college or school conducted by a public company or a private individual for private profit is ineligible?—That is so.

1195. On page 18 of Memorandum, section *g*, I find reference to a limited company carrying on a county school which was wound up, and a new company formed to take over the school with a nominal capital on which no profit or dividend is to be paid to the shareholders. But then it goes on to say: "All further capital required to be raised by 4½ per cent. debentures, "which are to be paid off out of the surplus profits (if any)." That school is eligible for a grant?—Yes. I should say that this is only the opinion of the Local Government Board and ourselves. It has never been decided by a court of law. Therefore it is only our opinion that has been given, and, if anybody contested it, it is quite possible that a court of law might hold differently. However, as it stands, the Science and Art Department having consulted with the Local Government Board came to the conclusion that that was in the nature of a loan on mortgage and the fact of a school having raised the money by a loan did not necessarily bring it within the category of being conducted for private profit.

1196. Then suppose a public company changes its shares into debentures, it would immediately, according to this interpretation, become eligible for a grant?—That is so, and one county school has done it.

1197. (*Mr. Hobhouse.*) Is that the Wellington County School?—Yes, I think it is the Wellington County School in Somerset.

1198. Was there not another school at Dorking that made a similar arrangement?—It may be so. I do not remember. I do not know that we heard anything about that school, but we were consulted in the other case.

1199. (*Dr. Wormell.*) Then am I to understand that 4½ per cent. debentures are not reckoned as profit?—Not private profit. The school is not considered as conducted for private profit when the capital has been raised as a loan.

1200. (*Mr. Hobhouse.*) Before we leave this point let me ask you this: As I understand this case, was it not the case of a school in which a steady dividend of 3 or 4 per cent had been paid for a series of years, and in which the proposal, which was eventually carried out, was that the average dividend should become interest on debentures, and that all surplus profits should be devoted to the development of the school?—The main case—that of the school of which Lord Fortescue is the chairman—had never received any dividends at all.

1201. (*Mr. Hobhouse.*) Then it is another school?

1202. (*Dr. Fairbairn.*) My difficulty is that I do not see the difference between profit on shares and interest paid on debentures, and it seems to me that it would be a perfectly easy thing by a financial transaction of that kind to elude the provisions of the Department?—Well, it may be so, but I think it will be a very startling matter if you are right, because, supposing a grammar school has raised a loan or issued mortgage debentures to build a new schoolroom or laboratories, that school must be considered as conducted for private profit, and could not receive any aid from the Department, or from the county council.

1203. (*Mr. Lyttelton.*) I wish to ask a question in relation to a remark on page 5 of the Memorandum. It says that the inspectors are required to report generally on the efficiency of the teaching. Do I understand that to refer only to the science and art teaching, or to the general teaching?—Only to the science and art teaching. At present, as the Department is constituted, we have nothing to do with the literary instruction, though of course, as a matter of fact, the inspector would advise the authorities of the school that they were neglecting the literary instruction. That is in organised science schools, but of course in the other classes, which are purely science classes, the question would never arise.

1204. Have you taken account of the effect produced on the general curriculum of schools by their desire to secure your grant. I mean, have you considered it as part of your province to notice the effect on the general curriculum of the teaching of other subjects?—No, I do not think

we have had much opportunity of doing so. The connexion of the Department with Grammar Schools has come into being, to any great extent, within a very few years.

1205. But supposing a school, in its desire to gain your grant, were to cut down the other subjects to an absurdly small limit, would it come to your knowledge at all?—No, I do not think it would directly; it might indirectly. Of course that is really a matter for the governors of the school. No doubt they have the school inspected. For instance. I am the governor of a grammar school. It is inspected and examined by outside examiners, who examine into the literary work of the school. It would soon come to the notice of the governors that that was being neglected, and it is a matter for them to put right.

PROPER RELATION OF SCIENCE AND ART DEPARTMENT TO AN ORGANISED SYSTEM OF SECONDARY EDUCATION.

1206. (*Mr. Yoxall.*) I should like you to come more to the possible development of the work of your Department in connexion with the forthcoming organisation of Secondary Education. I think you said some time ago, with reference to a question that was put to you, that you possibly contemplated, if you were permitted to do so, an allocation of grant in future having more reference to the literary side of education than is at present permitted to the Department?—I should like to see it. I think it would be a very good thing if in the organised science schools we said that, instead of the capitation grant being, as at present, 1*l.* for a student who has made 250 attendances and so on, it should be 2*l.* or 2*l.* 10*s.*, coupled with a condition that the schools should show that the literary instruction was being carried on properly. The inspector would very readily see whether the literary instruction, with some knowledge of modern languages, was being carried on fairly. I think that would be a very reasonable and proper way of doing it. As it stands now, from the fact that we do not look into the literary instruction in many of the organised science schools, I am afraid it is being neglected more than it ought to be.

1207. Then I should like to put this possible arrangement to you. Supposing that power be granted to the Department, would it be possible for the, in that way, amended system of organised science and art schools to be so applied to endowed schools as to become in each case the nucleus of the modern side of a secondary school?—Yes, that is possible, but at the same time we must remember that there is this difficulty when we come to the endowed schools: we should be admitting to the benefits of the Science and Art Department grant a class of pupil who up to the present have not been supposed to participate in those benefits. The organised science school is easy enough to deal with, because it is almost entirely attended by children of parents of certainly less than 400*l.* a year. When you come to spread your net to let all grammar schools or secondary schools have grants as such, and irrespective of the class of student, I think the Treasury would probably have something to say to the matter, because it would be a large business.

1208. That means to say, in other words, that the secondary work of the Department is secondary in an educational sense purely, and not at all in a social sense?—That is so. At the risk of giving a dissertation, I tried to explain the kind of secondary instruction which the Department was apparently primarily constituted for and has been principally carrying out. That was the secondary instruction of the class of pupils who attended the primary schools of the country, and most of whom ceased their pedagogic or scholastic instruction at 12 or 13 years of age. It is that kind of secondary instruction that the Department has hitherto dealt with.

1209. (*Mr. Sadler.*) Under the modified scheme that you suggested just now, would you entrust the duty of reporting upon both the literary and the scientific work of the school to one and the same inspector?—I think every now and then, perhaps every two or three years, you might send round a specialist, but I think, as a rule, the one man ought to be able to do for both. It is only the instruction of boys up to 16 years of age or so. He ought to be able to judge whether both the literary and scientific instruction are being fairly given.

1210. With a view to the choice of inspectors and determination of the policy, do you think that your scheme points to the amalgamation of the Science and Art Department with any other Department of State in order to become the central authority for Secondary Education?—What would be the other Department. Do you mean the Charity Commission?

1211. I do not want to make any suggestion?—Of course we are at present intimately connected with the Education Department. We are each of us one branch of an Education Department. Then there is the endowed schools branch of the Charity Commission. I do not see that there is any necessity for any amalgamation. All that is necessary is that we should work together. I think systematic co-operation could be very readily carried out. We should be dealing with the endowed schools. The Endowed School Commissioners have two different and rather difficult functions; one is looking after the endowments, and the other is looking after the education. I can easily imagine that as we are beginning to cover the same ground more and more, the educational part of our work might be co-ordinated more than it is at present.

1212. With the work of other Departments of State?—With the Charity Commission.

1213. And more closely with the Education Department?—I do not see how it could be more closely with the Education Department. Any paper or matter dealt with in one branch which relates to the other always goes to it.

1214. But still the Departments are separated?—You must have some separation. It is merely a separation of locality. I do not think the slightest difficulty arises from that.

1215. (*Sir John Hibbert.*) As I understand, you suggest that the Science and Art Department should take note of Secondary Literary Education?—In the organised science schools.

1216. Would that not rather add to the overlapping and chaos of the present system?—I do not see that it would in any way, because it is not as if the organised science school was inspected by the Education Department. As it is at present, this organised science school is inspected and looked into *quâ* science and art instruction alone, and the literary instruction is left to take care of itself, except so far as the committee or managers choose to look after it. No Department touches it. Therefore, we should not be overlapping anybody else's work.

1217. Would it not be possible that some system might be established by which there should be an inspection, and would it not more properly come under such inspection?—Yes, it might. I was answering rather with regard to the question of making payment by capitation grant, and I said that we might increase the capitation payment in an organised science school, and I would connect that increase or make it dependent on their giving more literary instruction that they do at present. I do not think that the literary instruction that I had in my mind at the time would necessarily mean any very large amount of inspection or careful examination. I think that our inspectors when they inspect and see the working of the school, *quâ* science and art instruction, could very well see whether that amount of literary instruction was being fairly given, that it was not being absolutely neglected, and that the boys were being instructed in their own language and history, and in French and German, for instance, which would be of great advantage to them.

1218. (*Mr. Cockburn.*) Might I ask one question with regard to the scholarship question. Do you think it would be an advantage to remove this limit which restricts scholarships worth practically 36*l.* over three years, 15*l.* having been given by some local donor. Do you think it is necessary to restrict them so that only two of those should be given?—I think you must have some restriction, and I do not think that schools generally want more than the number they get under the rule. It would not do if some rich donor were to establish a school by providing 100

scholarships for which he would have to pay 500*l.* a year, while the State would have to contribute about 700*l.* a year.

1219. But seeing 100 scholarships would cost him 500*l.* per annum, is there much danger?—Not much, perhaps, but I do not think it would be a fair application of State money. You do not want to be giving scholarships to the greater part of a school. One for a hundred is a very fair number to give.

1220. But it seems to me rather arbitrary to fix it at one for 100, regardless of other conditions in the locality?—I think the country is working up even to that limit. I think if there was any real widespread demand, it might be a different matter.

1221. Is your Department perfectly willing and ready to continue these scholarships in every case without hesitation. There is no difficulty placed in the way, is there?—Not the least, subject to the grant being received annually from Parliament.

1222. Would it be desirable that the Parliamentary grant for this purpose should be increased?—No difficulty has ever been caused by an insufficiency of the Parliamentary grant for that particular object. It is only taken advantage of in some places, but I think unless there was some limit it would be applied to an unjustifiable extent in some cases. Taking this country all round, it is not taken much advantage of. I have given the amounts expended under each head of the grant for science and art schools in the Memorandum. At page 11, paragraph 3 you will see science and art scholarships for students of the industrial class:—Expenditure in 1893–94, 2,597*l.*

1223. That is for the whole of the country?—Yes, that is for the whole of the country.

1224. (*Sir John Hibbert.*) Have you anything to add to what you have already stated?—There is one point which might be of interest to the Commission. We have sent a circular to the various county councils to ask whether they would wish our inspectors, when they inspect our schools, to look into the work that is being done under county councils, and whether they would wish the reports to be sent to them. The answers we have received up to now have all, I think, shown that the local authorities were very anxious that we should work together.

1225. What number of answers have you received?—I am not quite certain, but I think a very large per-centage of the whole number of county councils.

1226. Is it the idea of your Department that the inspectors should report upon the instruction that is being given by means of money applied under the Technical Instruction Acts?—The circular is that Mr. So-and-So has been apppointed inspector of science and art schools for such and such a district comprising the counties of so-and-so " and I am to inquire whether it would be of service to your council " to receive extracts from his reports upon science and art instruc- " tion when they relate to schools or classes aided by your council. " It may be mentioned that one or two local authorities have already " asked for the assistance of the Department in this direction, further, " while my Lords are not fully prepared to extend the arrangement to " every locality, they would be glad to learn whether your council would " wish that the inspector should also inspect and report on the more " purely technical work carried on in the schools which he may be " inspecting for this Department."

1227. Would not that system have a tendency rather to delay the operations of the county council—if they had to wait?—No, I do not think it need delay their work at at all. It was only to let them have the advantage of the report of our inspectors if they liked to have it, and I think that all I have received answers from up to now have expressed a wish that we should do so.

1228. I do not suppose you will agree in the question I am going to ask you, but do you not think there has been a certain advantage in the spending of this technical education money by the county councils in that they have not been under the too strict control of any Government Department?—I quite agree. I think it has been a great advantage that they have been able to try all kinds of experiments, and I think it would have been very bad for them and for us too if we had had to check or control them in any kind of way. I think we should have raised a very great deal of opposition.

1229. You think more has been done than if they had been put under hard and fast regulations?—Yes; they have been able to try all kinds of experiments that a Government Department could well have authorised, and though some money has been wasted, so far as I know the work, on the whole, has been done exceedingly well.

1230. In many cases they have required you to extend the subjects in which technical instruction could be given?—Yes. We have had application for minutes for a large number of special subjects, of which I have given a list in the Memorandum.

1231. (*Sir Henry Roscoe.*) That is under the Technical Instruction Act, 1889, which requires that before certain subjects are recognised they shall have the sanction of your Department?—Yes. Any subject beyond those mentioned in the Science and Art Directory.

1232. Beyond the subjects upon which you give grant?—Yes.

1233. But you do not give grants for these subjects?—No.

1234. (*Sir John Hibbert.*) All those subjects mentioned on page 14 are additional subjects since the Technical Instruction Acts came into operation, are they not?—Yes. In paragraph 29 I have stated that we have had some difficulty with regard to some of them.

1235. That is with respect to the question whether it was teaching a trade or occupation?—Yes, of course to be correct, the word used in the Technical Instruction Act ought to have been "Technology" and not "Technical instruction," only I suppose people would have been frightened at the word "Technology." "Technical instruction" has, in some places, been really carried into technical instruction, that is to say, into the art itself, which is forbidden by the Act.

1236. (*Mr. Sadler.*) Has this list on pages 14 and 15 been published in its entirety?—Yes, in the Annual Report of the Department.

1237. Is this a larger list than appeared in the last?—Possibly. I think some of the subjects for last year and the previous year's Report have been run together, no one place or county has asked for and obtained all these. some are inappropriate for some places, and would not be sanctioned for them. At one time or another, in one or more places all these have been sanctioned.

1238. But they have not necessarily availed themselves of them?—No. After the minute has been passed and laid on the table we know nothing more about it.

1239. (*Mr. Cockburn.*) Has your Department been called on to settle disputes between county council as to the distribution of their grants?—In a few cases—not many I am happy to say—and I think almost all have been amicably adjusted. There is one outstanding for the Court of Queen's Bench to decide, that is all.

1240. I suppose you would agree that giving the county council all freedom, the money should be at least restricted to be spent for educational purposes—on some form of education at all events—not taking too narrow a view?—I should like that restriction to be put on. I do not tkink you could in the beginning have said that it must be all applied to educational purposes. I do not think there was an outlet for it to be all properly applied to educational purposes at the beginning.

(*Sir John Hibbert.*) If you have nothing further to add I thank you on behalf of the Commission for your evidence.

(*The Witness.*) We had an abstract of returns, as no doubt you are aware, from the county councils of the way in which their money was applied last year. We have sent out a circular this year in a rather more detailed form. That information is coming in, and of course I could bring it before the Commission at any time they want as soon as we have got it.

The witness withdrew.

Captain W. DE W. ABNEY, C.B., D.C.L., F.R.S., called in and examined.

1241. (*Sir John Hibbert.*) You are Director for Science of the Science and Art Department?—I am.

1242. I think you will be able to give us information about the organised science schools as well as the technical instruction classes throughout the country?—Yes, I think I can give some information regarding those.

ORGANIZED SCIENCE SCHOOLS.

1243. Suppose you take first the organised science schools. What do you wish to say with respect to them?—I may say that when I first joined the department some 20 years ago the organised science schools were brought into existence. I think one organised science school was started, and it struck me at the time what very valuable institutions those organised science schools were as a distinctly new departure in the scientific education of the country. But unfortunately for some reason or another the organised science schools did not seem to progress in numbers or in favour in the country for some considerable time. Ten or eleven years ago I think there was only one organised science school in existence—that was at the Nottingham High Pavement School. Of course in the interval of ten years which had elapsed since the inauguration of the organised science schools and that time, a good many organised science schools had started, but relinquished the organisation.

1244. Do you know what number now exist in the country. I do not want you to state where they are?—There are 93, I believe. They have increased by about 45 during the last three years.

1245. Do they principally exist in the towns?—You might say almost exclusively in the towns. I have always taken a very great interest in these science schools, and endeavoured as far as possible to look after them and see what work they were doing. From the results we have had I certainly think that an organised science school is a very admirable institution for education in science, being complementary to the science that can be obtained at the ordinary evening science classes, and I venture to say is better than that found in the curriculum of a great many public schools.

1246. Beyond teaching science and art do they give anything in the nature of literary instruction?—They do. We are aware what literary subjects they teach, because in the time tables they furnish, they are bound to show how every hour of the school hours is occupied. We can thus tell what literary subjects are being taken in any organised science school.

1247. I suppose in your examination you only take note of what is done in science?—That is so.

1248. (*Sir Henry Roscoe.*) Can you give us any information as to the relative position which the students in the organised science school take in the science examination, as compared with the oth r students. I want to know whether the students from your organised science schools take a better position in the examination, and therefore sho w that the instruction they have had is of a higher class than that of the ordinary persons who attended the science classes?—Undoubtedly they do.

1249. Have you any figures to show that?—I have not got any figures, but I can give you the instance of Keighley, which has an organised

science school in which in one year, I think, they obtained four or five national scholarships or Royal exhibitions.

1250. The complaint has often been made that in the ordinary science schools the boys are forced to take up a large number of subjects in the elementary stage rather than go into a few subjects more deeply. Is that error or supposed drawback in any way avoided in your organised science school?—We try to avoid that in every possible way, and I think that if the other proposals are sanctioned, they will be still more safeguarded in future than they have been in the past.

1251. Would you tell us in what way you propose to do that?—By limiting the number of subjects and perhaps it might be found possible to make alternative courses which would lead up. May I put it in this way—In the first year it is necessary that a student should be properly grounded in the very elements of science without due regard to any particular line which he may wish to take afterwards. That is to say, for instance, he would learn the elements of Physics, and the elements of Chemstry. After the completion of first year he might begin to specialise and take a line of his own and have, say a Physical course, a Chemical course, or a Biological course, and those courses the student should be able to pursue without mixing them up together.

1252. And in that way would students be able to follow out one subject more particularly than otherwise they would be able to?—Yes.

1253. With regard to the higher instruction in science, which is tested by your second stage or the advanced stage in your examination, are you satisfied with the numbers which come in for that advanced stage and with the kind of instruction which is given in that advanced stage?—Do you mean in reference to the organised science school?

1254. No, I mean generally?—I am not altogether satisfied with it.

1255. I see that the per-centage of those who passed in the first class of the advanced stage of 1892 and 1893 was not more than three per cent. of the total number coming in?—Yes.

1256. Do you consider that those numbers are satisfactory?—I consider that they were satisfactory before there was any alteration made in regard to the payments for that particular stage. When anybody could go in for the elementary stage, and get a certain payment for it if he passed a second class, I do not think those figures are amiss. But now that there is an encouragement to take up the higher science education I think those figures ought to be modified, and I believe that this year we shall find they will be considerably modified.

1257. (*Sir John Hibbert.*) The figures read by Sir Henry Roscoe are under the old system?—Yes. This is the second year—we might call it really the first year—that we are trying this new system of paying better for the better education.

1258. (*Dean of Manchester.*) You have reason to believe from what you hear that there will be a decided improvement?—From what I hear I have reason to believe that this should be a decided improvement.

1259. (*Sir Henry Roscoe.*) With regard to the "honours" stage, of which I have not got before me the number, has anything been done to increase the numbers of the students going into the honours division, which I understand has hitherto been on all subjects very small?—Personally, I look upon the honours stage of a science subject as one which should be very difficult. I think a pass in the honours stage should mean something, and that it should mean something in the estimation of the country. There are certain subjects of which one may say that a pass in the honours stage does not mean much more than a pass in the advanced stage, but in order to get a due appreciation of what "honours" means, I think those honours should be difficult to obtain. If this be so there will be a smaller per-centage of candidates going in for honors even than there is at the present time.

1260. You do not wish to make it common?—I should be very sorry to see it common.

1261. Do you think the system now holds out sufficient inducements to men of ability to continue their studies until they attain the level which you properly speak of as being a right one for an honours examination?—I think payment really has hardly anything to do with the case of a student going in for honours. We have increased the payment for honours subjects, and if payment is any inducement that is the inducement; but I think the inducement to hold out to a candidate to go in for honors is that it really is an honour. That is the only inducement that I would hold out myself for any student to go in for the honours examination.

1262. Do you think that is sufficiently carried out at present?—I do, as a rule; and I think it is being more appreciated than it was. There is not that same facility in getting honours that there used to be ten years ago.

1263. (*Dean of Manchester.*) Your idea would be to raise the general average rather than to change the honours?—Yes.

1264. (*Sir John Hibbert.*) What is the status of the students attending the organised science schools? Do they belong to the industrial classes principally?—I should rather put it in this way, that they are those whose parents have an abatement on the Income Tax.

1265. It includes others than those who properly belong to the industrial classes?—Yes, I should say so.

1266. (*Dean of Manchester.*) Is that so in the great centres of population do you think?—I believe so. We know, for instance, that under the old system when the limit which carried payments was 200*l.* a year, and which was supposed to mark the line dividing the industrial class from the other classes, certain government officials were getting over 200*l.* a year, and therefore their claims for a grant were disallowed by the Audit Office.

1267. (*Sir John Hibbert.*) How long is that ago?—Within the last three or four years. The policy of my lords was to raise the limit and make it 400*l.* With regard to the organised science schools, I say, that as a rule you may take it that all the parents come within that limit.

1268. Is it within your knowledge that many girls take advantage of these organised science schools?—There are a certain number of organised science schools in which girls are instructed. The organised science school course, when first laid down, was certainly not intended for girls, and I think myself that where a girl's class is made into an organised science school, the course can perhaps with advantage be changed.

1269. Are there no subjects in which girls would be interested, and which they would desire to study?—There are, and experimentally we have got a certain amount of freedom given us by the directory by which we are enabled to allow deviations in the course where proper cause is shown. In the case of girls' schools, we almost invariably have allowed a deviation from the course to enable them to take subjects which are more fitted for girls than the course laid down for male students.

1270. (*Mr. Cockburn.*) That is all you mean. You would not for a moment restrict the facilities for girls?—No, certainly not.

1271. (*Sir Henry Roscoe.*) As a matter of fact, girls do obtain grants in the ordinary science classes?—Yes, they do.

1272. (*Mr. Cockburn.*) And you have no desire to see that restricted in any way?—No.

1273. But simply there should be a separate course more suitable for girls?—Yes.

1274. (*Mrs. Bryant.*) Or more suitable in their minds?—Yes.

1275. (*Mr. Yoxall.*) Is it within your knowledge that girls in higher grade board schools have ceased to study cookery and domestic economy, in order to study magnetism and electricity, and thereby earn a higher grant from the Department?—I am not aware. It has not come to my knowledge.

1276. That is quite possible, under your regulations of course?—It is.

1277. You are quite aware that there is a great amount of dissatisfaction expressed, and more felt, in the country, with the system of payment on results in science teaching?—Yes, I have heard it expressed, and know that it is expressed.

1278. And you are aware probably that it is possible under the Science and Art Regulations to teach science, or to study science in quite an unscientific way—I mean by cram, by bookwork—and that the system of paper examination at the end of the year fosters and encourages that?—That is a statement which I should like to traverse in some particulars. I presume that in any system of instruction cram is always possible.

1279. But much more possible under a system where the test is applied at the end of a year by a written examination than under a system where the test is applied from time to time by inspection by an expert?—I would put it in this way, that as regards the very elementary instruction in science there is no doubt that there is a tendency for cram to take place where you have an examination such as we hold.

1280. (*Sir John Hibbert.*) Are you speaking with respect to the elementary classes or with respect to the higher grade classes?—Mr. Yoxall, I think was alluding to the elementary classes.

1281. (*Mr. Yoxall.*) No. I allude to the whole system. It applies to the advanced classes I think as well?—If you apply it to the advanced classes I should say no.

1282. I put it in this way. Is it not possible, for example, for students to be examined in physiology without any evidence being obtained by the Department that they have previously studied chemistry and mechanics, which to a large extent lie at the root of physiology?—Yes. Quite possible.

1283. That is what I mean by an unscientific study of science, and for that reason I ask you whether you did not think that the payment by results system rather fostered that kind of thing?—Undoubtedly it does to a certain extent, but more particularly in the elementary stage of science than it does in the advanced.

1284. And that is your reason, I presume, for providing in future or contemplating the provision in future of a system by which the first year's work shall be devoted to the basis of science without special reference to any particular science?—That has been the rule so far, but one would wish to carry it even further than it is carried at the present time.

1285. With regard to the elementary grants that have been referred to are you aware that a very careful inquiry was made in October last from the heads of organised science and art schools about the effects of withholding the grant for second class elementary passes, and that the result of the inquiry was as as follows:—"There was an almost unanimous "opinion that the moral effect on the students of this withdrawal is bad; "that there has been consequent cramming, but clever children have "had more attention than before; that the results of the examinations "are said to range from poor to deplorable down to disastrous; and that "it appeared to the teachers that students were not entering the evening "classes in that session in nearly such large numbers as before." Has the Science branch of the department considered methods for removing the ill-effects which those teachers have found to result from the withdrawal of the second class elementary pass?—The answer to that is very plain; that the facts are not proven. As a matter of fact, although there is every discouragement for students not properly prepared to present themselves for examination, we have nearly the same number of students as we had last year, and more than we had in 1891, which was the last year before the change in the scale of payments was known to be contemplated.

1286. In the evening classes?—Yes, in the evening classes.

1287. (*Dean of Manchester.*) Is it not premature to come now to any conclusion upon the matter?—I can only answer as to the numbers I know so far, the numbers that are in for examination this time are

concerned, there is a large increase over what there was in the year 1891, when these second-class payments were made.

1288. A representation was made at the time about all this, and a great many persons who sided with that representation, adverse to the new system, have been somewhat converted from the then error of their ways?—Yes, I am quite aware of that.

PAYMENT ON RESULTS OF INSPECTION.

1289. (*Sir Henry Roscoe.*) Might I ask a general question whether you have any opinion to give to the Commission with regard to the vexed question of the value or otherwise of examination by individual results. Would you like to give us any opinion as to the working of the system as at present, or of any improvement which might in your view be made with regard to the particular method of estimating or giving grants for science instruction?—Of course, I can only give my own personal and individual opinion. If my individual opinion could be carried out I should much prefer that payments should be made on the results of inspection for the elementary stage, if it were practicable.

1290. You think there would be no difficulty when a proper system of inspection was established in apportioning the grant to the several schools not by individual examination, but by reports of inspectors?—There are great difficulties in the way of carrying it out. But I think that would be the right thing to do if you could possibly manage it. I think you can examine in the elementary stage too much. You very often cannot test the elementary knowledge of science well by paper examination.

1291. Then should not one factor in that, which has not been alluded to to-day so far, be the question of attendance?—Quite so.

1292. I suppose you are aware that 20*s.* for so many attendances is given in organised science schools?—Yes.

1293. Then, if we had, on the one hand, the attendance of the scholars, and on the other hand, the general inspection, to see that there really was education in the best sense of the word, rather than instruction going on in that school in the matter of science, would you not think that such a system as that would be an advantageous system; I will not put it in contrast to the present system, but an advantageous system which might almost cover the ground?—I presume you are talking of the organised science school.

1294. Yes?—I quite agree.

1295. (*Mr. Yoxall.*) Could you not apply that also to the science classes?—In theory I should agree, but there is such an enormous impracticability in carrying it out.

1296. (*Sir John Hibbert.*) What are the numbers of science and art classes? They go into many thousands, I believe?—3,011.

1297. (*Dean of Manchester.*) Why impossible? Nothing is impossible?—No, nothing is impossible, if the Treasury is not impossible.

1298. (*Mr. Cockburn.*) I suppose the examination of these papers entails a tremendous expense on the Department?—Yes.

1299. And runs away with a good deal of this Parliamentary grant?—It does.

1300. (*Sir Henry Roscoe.*) Is it absolutely certain that the cost of inspection, and the necessary grant that might be given to schools, would be very much greater than under the present system? Can you tell us what is the cost, about in round numbers, of the system of examination that is carried on now? What does it cost the Department?—I think you may put it roughly at about 25,000*l.* a year. I may be understating it, but it is somewhere about that.

1301. At least that?—Yes.

1302. That I understand is not the amount granted to schools in any shape or way, but the mere cost of examinations?—Yes.

1303. Would it not be possible to do a great deal of inspection for 25,000*l.* a year?—It would. You could get a certain number of inspectors.

1304. And the question, therefore, is: might it be possible without much expense to substitute for the examination and payment on individual results, such a satisfactory system of inspection as would enable you to give grants not on individuals, but on the general efficiency of the class or of the school?—You may take it that there are 3,000 science schools—I will leave out the question of art altogether—and no inspector could inspect more than 200 schools in the course of the year.

1305. (*Mr. Hobhouse.*) Does the 25,000*l.* include art?—No, I am only talking of science schools. No inspector could on an average inspect on more than 200 days in the year. First of all, because the classes meet very often on inconvenient evenings, and some evenings they do not meet at all, so that if an inspector eked out his time in the very best way he could, so as to use up all his available time, I think you will find that 200 days would be the most he could do. If you have 3,000 schools, that means 15 inspectors, supposing that a school only required one meeting of the class for inspection. This could not be the case, for, to make a satisfactory inspection, the school should be visited on several occasions, when different subjects of science are being taught.

1306. (*Sir Henry Roscoe.*) Would some difficulty perhaps be found in allocating the amount in schools of such varying importance as, for example, the Central School at Deansgate, in Manchester, and any common small school, which instead of receiving some 2,000*l.* or 3,000*l.* a year, might only receive a very small grant—perhaps less than 100*l.* Would the difficulty of the determination of the grant in your view, by inspection, be, in such a case, insuperable?—No, I do not think it would. I should rather treat some of the smaller schools in the way that the Education Department, I understand, treat some of their country schools. I forget the exact technical word, but where education is being carried out under difficulties. With regard to our poor science classes, I should feel inclined to give an increased grant owing to the difficulties under which they labour in teaching science.

1307. I understood you to draw a line with regard to this matter of the difference between the method adopted now, and what you have suggested with regard to the elementary stage and the further advanced or honours stage?—Yes.

1308. And do I understand that in your own personal view you would still preserve the examination for the advanced and honours stages and would give grants for those subjects as they are now given. Is that your view?—It is my view. I think for the advanced science you must have examination papers.

1309. The examinations can be made more thorough and more searching, of course, in the higher subjects, than they can where you have such a large number of papers to deal with?—Quite so.

1310. What fraction would it be necessary to spend on the examinations?—One-third would be spent on the advanced and honours stages.

1311. That would be quite sufficient to pay for the advanced and honours stages, would it?—Yes.

1312. (*Dean of Manchester.*) Do you not think this very much abused Department might think it worth while, in the interests of the country, to spend a little more money on this particular thing? Is it not very greatly to the interests of the country that if this instruction is to be given at all, it should be given thoroughly?—I quite agree; but Sir John Hibbert will know a certain amount of difficulty that one is under in answering the question put to me the first time.

1313. (*Mrs. Bryant.*) I should like to ask one question bearing on the examination of the higher students. I understand Captain Abney to say that he thinks it a very desirable and a very necessary part of the inspection of any school that the higher students should be examined. I want to know whether, in his opinion, the payment should be made purely on the individual results of those examinations, or whether they should be

treated as part of the general inspection, the individual students, however, receiving certificates?—Are you speaking of the organised science schools.

1314. Yes?—I think partly it must be capitation grant and the same on results.

1315. (*Sir John Hibbert.*) Would it not be possible, as one improvement, to combine the two systems of payment by results and payment by inspection?—That is what I proposed.

1316. You are about to have 15 inspectors spread over the country. Would it not be possible to combine the services of their inspection so as to improve the system of payment which is now made by results so as to combine the two systems of inspection and payment by results?—In organised science schools, you mean.

1317. In organised science schools and in science classes?—We have not got enough.

1318. You have that combined system with respect to elementary education. You have payment by results and payment by inspection?—Yes, but we have not got enough inspectors.

1319. Could you not apply it to the organised science schools to begin with. You have 90 of those?—I may say that I believe it is the intention of the vice-president to do so.

1320. Then if that is found to be satisfactory and to answer its purpose, you can then consider how far you can bring into operation any new system with respect to the science classes themselves?—It seems to me that the next step, after the organised science schools, would be the day schools.

1321. You mean the day science schools?—Yes, the day science schools, or day schools in which they took science which were not organised, and then afterwards, if possible, give it to the science classes themselves.

1322. (*Dean of Manchester.*) In the evening?—Yes, in the evening.

1323. (*Sir Henry Roscoe.*) It is out of your department, but, as far as you have made yourself acquainted with the art system of examination, would the same sort of thing apply. I see that the 17 gentlemen, whose names we have in your memorandum, are called inspectors of Science and Art Schools. That is to say, that they have to take into consideration not only the science, but a certain amount of drawing. I understand it is the elementary drawing which comes into your department?—Yes.

1324. As far as you are aware, may I ask you whether the same possibility of judging of the value of the art work in such schools by inspection is on the footing which you have described to us as possible for science?—As an old inspector I do not think it would be. Before my connexion with the Department I believe it was originally tried. An art inspector used to go round to all the different classes, and he used to mark the drawings on the spot, but it was found that the standard was said to vary very much. Some schools said they did not get what they deserved, and that others got more than they deserved. To end this, and for other reasons, the papers were then sent up to be marked, and it was found that there was a more contented state of affairs produced.

1325. You think there are objections arising in the case of arts, which would not occur in that of science?—I do.

1326. Do you think that a science examination or reports from science inspectors all over the country could be trusted to have the same sort of standard?—Not for drawing, perhaps.

1327. I am speaking now of science?—Then I should think it could.

1328. You think that difficulties of that kind would not exist in the case of science?—I think not.

1329. Would you explain that a little more fully, because the matter is of importance. It might be urged that unless there is some understanding

between these gentlemen, who are all able, and many of whom are well known, as to the standards by which they must judge of the value of the science instructions given in schools, it would be possible or almost likely that one might adopt one standard, and another adopt a different standard, and thus irregularity might ensue?—The plan that might be adopted, and which is adopted in the blackboard examinations, is this. You must recollect that the new inspectors have only been in office for three months. Two or three inspectors hold some examinations together, and each gave an individual report, and then it was seen how those reports varied. There should be an assessor to fix what the standard ought to be, and by annual conferences, or more frequent conferences, one would be able very well to keep the standard approximately uniform. That would meet the case of inspection of organised science schools for instance.

1330. We may take it that the appointment of 17 inspectors resident in various parts of the country is for the purpose of testing, as a sort of experiment, how a system of inspection can be made for science to work satisfactorily and without injustice to the various schools?—No doubt that was the intention of the Vice-President.

1331. (*Sir John Hibbert.*) With respect to art examination, am I right in saying that no great complaints have arisen with respect to the results in art examinations as have arisen with respect to science results?—No, I do not think they have.

1332. (*Mr. Sadler.*) Do you think any great number of University graduates teach in classes examined by your Department?—Yes, they do.

1333. Have any efforts been made to your knowledge in recent years towards combining University teaching and the work of your Department?—There have, at Reading.

1334. And has the work at Reading and at Exeter come within your cognisance?—The work at Reading has particularly, and with most satisfactory results.

1335. What has been done there?—There is an organisation of the University extension system combined with science and art classes, and the one works into the other. The consequence is that there is a most excellent college started which combines the advantages of both and the disadvantages of neither.

1336. (*Mr. Hobhouse.*) And that has been aided, I suppose, by the County Council?—It is aided by the County Council.

1337. (*Sir Henry Roscoe.*) Is there any reason why such an arrangement should not be made in many places?—No. I hold Reading out as a model on which the same combination might be made to work under the same system.

1338. (*Mr. Sadler.*) One of the Oxford Colleges took the initiative, did it not?—Yes, Christchurch.

1339. (*Mr Llewellyn Smith.*) In the list of organised schools on page 21 of the Memorandum I notice the number of students under instruction. That refers, I imagine, to the number of students examined by you, not the number of scholars in the school the names of which appear on the left-hand side?—Yes.

1340. That leads me to this question. Has your attention been called to any disadvantages that may result from the formation of what I may call schools within schools, that is to say from treating part of the secondary school as an organised science school, but having no cognisance of the remainder?—Yes, there are difficulties sometimes arise no doubt.

1341. Do you see any way of getting over those difficulties? It has been suggested that it is desirable as far as possible to treat the secondary school as a whole, and that there may be a danger of distorting the curriculum by taking out part of it?—No doubt it could be arranged.

1342. And it would be advantageous to do so?—It would be advantageous, no doubt. Only now the difficulty is that we are not allowed to pay upon anything that is not science.

1343. But you feel that if judicious inspection took the place of part of the pure payment on examination that might be much more easily arranged?—Quite so.

1344. (*Dr. Fairbairn.*) Would you tell me the cause of the difference between the figures in these two lists. We have a list of organised science schools, and we have a "list of secondary schools in connexion with the "Department of Science and Art." Under the head of Bradford Grammar School the number of schools is given in one case at 127. Then under "Yorkshire" in the other list at Bradford Grammar School the number of students is given as 358 under science, and 458 under art?—You will see that in one case the Bradford Grammar School is confined to the day classes. That is in the first list at page 18. You will see a note "Day and Evening Classes." That is Bradford Grammar School day and evening. They have reference to numbers in both. There are evening classes as well as the day school.

1345. (*Mr. Cockburn.*) Those on page 29 include those on page 21?—Yes, I think so.

1346. But add evening schools to them?—Yes.

1347. (*Mr. Hobhouse.*) With regard to the second list there are some schools entered as "examination but no grant." What does that mean?—It means that these schools have no regular committee under us, but they wish to be examined by us and so they form what we call an examination committee.

1348. Do you undertake the examination?—We undertake the examination.

1349. Of any school?—We do.

1350. Any class of schools?—Any class who apply to us.

1351. Only endowed schools?—No, any schools we should examine.

1352. (*Mr. Llewellyn Smith.*) Private profit or otherwise?—That is a point that I do not recollect as having arisen. As far as in my recollection private property has never applied.

1353. With regard to these schools which have restriction on the grant, which either have no grant at all, or are not allowed a grant on elementary mathematics, is there any definite principle laid down in the Department with reference to the restriction of grant?—Every case is considered on its merits. Of course in some schemes under the Charity Commission they are bound to teach a certain amount of mathematics, and we do not pay twice over for that.

1354. That is considered to be provided for in the endowment?—Yes.

1355. Do you have regard to anything except endowment? Do you have regard to fees?—Yes, we have regard to fees as well.

1356. You consider each case on its merits?—Yes.

Adjourned to to-morrow morning at 11 o'clock.

SIXTH DAY.

At Westminster Hall, Wednesday, 9th May 1894.

PRESENT:

THE RIGHT HON. JAMES BRYCE, M.P., IN THE CHAIR.

The Hon. and Rev. EDWARD LYTTELTON, M.A.
Sir HENRY E. ROSCOE, M.P., D.C.L.
The Very Rev. The DEAN OF MANCHESTER, D.D.
The Rev. A. M. FAIRBAIRN, D.D.
Mr. RICHARD C. JEBB, M.P.
Mr. RICHARD WORMELL, D.Sc.
Mr. HENRY HOBHOUSE, M.A., M.P.
Mr. M. E. SADLER, M.A.
Mr. H. LLEWELLYN SMITH, M.A.
Mr. GEORGE J. COCKBURN.
Mr. CHARLES FENWICK, M.P.
Mr. J. H. YOXALL.
The Lady FREDERICK CAVENDISH.
Mrs. BRYANT, D.Sc.
Mrs. HENRY SIDGWICK.

The Hon. WILLIAM N. BRUCE, *Secretary.*

The Rev. T. W. SHARPE called in and examined.

1357. (*Chairman.*) You are Her Majesty's Senior Chief Inspector of Schools?—Yes.

1358. And you have been an inspector for a great many years?—37.

1359. Your attention has been largely called to questions relating to Secondary as well as to those relating to Elementary Education?—Secondary teaching chiefly as regards higher grade schools.

1360. Especially?—Yes.

PROMOTION OF SCHOLARS FROM ELEMENTARY TO SECONDARY SCHOOLS.

1361. You have probably considered the question of the best method of passing promising boys upwards from elementary schools to higher schools?—I was associated for a great many years with the late head master of St. Olave's School, Southwark, who had originated a very excellent system of entrance, maintenance, and leaving scholarships. The entrance scholarships were competed for at a very light examination by boys from the elementary schools in the Parliamentary Borough of Southwark, and they were passed into the school at the age of about 10 or 11. In each subsequent year they were examined for what were called continuance scholarships during their stay in the school. Some of those boys would stay till they were about 15 or 16, and a few of the very best would stay for the university, for which there was a leaving exhibition annually, so that there really was a passage up from the elementary schools to the universities.

1362. About what number entered in that way annually?—In the year 1890-91, 15 entrance scholarships were awarded to the sons of the parishioners of St. Olave's, 15 were awarded to boys from the various elementary schools in the Southwark District.

1363. With regard to the continuance scholarships, were those awarded year by year to each boy who had obtained a scholarship previously, so that a boy who in any year did not get a continuance scholarship so to speak fell out?—As a rule, they generally were able to carry themselves through the school to the age at which their parents withdrew them, with the maintenance scholarship.

1364. So that, strictly speaking, it was an annual one?—They were given by the results of the annual midsummer examination. If a boy acquitted himself fairly, his maintenance scholarship was not withdrawn.

1365. Did the boys compete for this annual scholarship with other boys who had not previously obtained a scholarship?—With the whole school.

1366. What was found to be the result of the system upon the boys in later life?—It raised many clever boys of the very poorest class, sons of laundresses and policemen. Many of them passed into the Civil Service, into the Indian Civil Service, and to the universities. They have been professors at the universities, and a considerable number of them have taken high posts. Of the 50 scholars elected to the universities between 1869 and 1890, 16 were elected from the public elementary schools.

1367. (*Lady Frederick Cavendish.*) Has not St. Olave's been reformed. There has been a scheme, has there not?—Yes, a new scheme has been made for it.

1368. (*Chairman.*) Then the plan you described would still be in operation? — There has been a change of headmaster. I cannot say whether the present headmaster is carrying on that scheme.

1369. You spoke of a very light examination. You mean, I suppose, that it was thought that a strict competitive examination, such as is in use for entrance to Eton or Winchester, would have been inapplicable to boys of that age?—I say it is inapplicable to boys below 14 years of age to have a stiff entrance examination. The lighter it is the better.

1370. Why do you think so?—Because boys at that age know so very little, that if you try to set them very searching questions they may happen to suit some boys, but not others, whose reading has been in a different direction.

1371. Would you say, therefore, that the value of competitive examination, as a means of testing merit, steadily diminishes with the age of the pupil?—Certainly. When they have a considerable amount of knowledge at the age of 16 they may be submitted to a competitive examination.

1372. (*Dean of Manchester.*) The object of them, I suppose, is rather to discover what capacity the boy has for answering anything at all than what is his actual knowledge?—The intelligent habit of thought is what you wish to test.

1373. (*Chairman.*) What you wish to bring out is the native brightness of the boy, so to speak?—Yes, and how far it has been cultivated by intelligent teaching.

1374. (*Dr. Wormell.*) With regard to the entrance scholarships, are they restricted at all to boys from elementary schools?—Up to the middle of 1893 they were restricted to the voluntary and the board schools in the neighbourhood.

1375. Then it comes to this, that the St. Olave's School had in its power the means to attract to it boys at a very early age from elementary schools?—That was so.

1376. Had it any such entrance scholarships for boys who were not from elementary schools?—I believe not.

1377. Then this process of bringing up at an early age the clever boys only occurred in connexion with the elementary schools?—Yes, both board and voluntary.

1378. So that the school was able to get the boys at a very early age, 9 or 10?—Yes.

1379. Now, think of the majority of secondary schools in London on the same level as that. It is a very rare thing for schools of that class to have entrance scholarships. Boys find their way to them with scholarships granted in the lower school or by the school board, or scholarships placed at the disposal of the voluntary schools, or by the charities which provide exhibitions, but are not associated with any definite school. What do you

think the experience of such schools will be at the age at which the boys enter?—If the boys are taken at a later age experience has shown that their ignorance of French, Latin, mathematics, and history has told very heavily against them when they were admitted at the age of 12 or 13, and they have in fact had to spend a term, at least, in supplying their deficiency in those special subjects before they were fit to be classed with the ordinary boys of the higher schools.

1380. Suppose you let these take their natural course as they now exist, how would you propose to get the boys at that early age into schools that cannot tempt them by means of entrance scholarships of their own?—I suppose they would still have to be tempted by entrance scholarships to pass in.

1381. But the scholarships that at present are in existence, those that are under the control of the school board; those also which are offered by individuals to assist boys from elementary schools, and those that belong to the charities I have described, not associated with schools, give examinations, pre-supposing that the boy has passed the Sixth or Seventh Standard, so that the experience of St. Olave's must be a very rare experience indeed, that is, the experience of boys from the elementary schools being admitted at the age of 9 or 10. Accepting things as they stand, we should require new machinery to tempt those boys at that early age into the schools. Can you suggest any such machinery?—I think it would be very simple for school boards to offer the best of their boys to any central council that might be set up for the purpose of higher education. The teachers would report the boys who for capacity and industry were well worth encouraging, and they might be transferred at the age of 9 or 10 to a higher school. But these cases would be exceptional cases of boys recommended for capacity, industry, and general conduct.

1382. Is it not true that the masters of elementary schools detect the natural ability of a boy after he has been subjected for a few years to their teaching, but a boy with a particular kind of home, who has developed a particular kind of knowledge with no great natural ability, can come to the front at an early age. Is not that the experience of the schools?—I think if the boy is worth anything he will have shown by the time he has reached the Fourth Standard whether he is fit for a higher education or not.

1383. (*Dr. Fairbairn.*) Would an elementary schoolmaster be inclined to favour the promotion of his boys, so impoverishing his own school?—The United Westminster School is a case in point. That school receives the best boys from the neighbouring schools, and the teachers are very willing to resign them, because they know it is for the good of the boys.

1384. (*Mr. Yoxall.*) They hardly go at the age of 9 or 10, do they?—They go after the Fourth or Fifth Standard.

1385. Might it not be possible to draw the line between 9 or 10 as you suggest, and 12 or 13?—To have two classes, do you mean?

1386. Yes?—The boys who were taken later would suffer by not having followed the special studies which the higher school takes from the very first.

1387. It occurred to me as rather impracticable to take them away from the elementary school at 9 or 10; at 11 or 12 it might be more practicable?—My point was, that they suffer each year they are kept down at the elementary school from the want of knowledge of Latin, French, and Mathematics.

1388. (*Dr. Fairbairn.*) I specially want to know how the removal of these boys would affect the masters on the one hand, and the schools on the other?—The elementary school would suffer slightly in intelligence, but on the other hand the higher school would gain, and the boy would gain.

1389. And the master?—I think the boy is the first to be considered.

1390. But you would leave the selection to a large extent to the master, and so he enters considerably into the problem?—The masters of the schools in Westminster surrounding the United Westminster School are very glad to surrender their boys.

1391. (*Chairman.*) In other words you think you may trust the disinterestedness of the master to seek the good of the boy by promoting him, rather than to seek the advantage of his own school by keeping him, and you think you may also trust the fairness of the master to select the boy without favour?—The pressure of the parents behind the master, knowing the advantage the boy would get by transference to the other school, would influence the master to let him go.

1392. But I understand you think that the fairness of the master in selecting the boy for his merit can be trusted?—It certainly can be trusted in the case of this neighbourhood.

1393. Do you think it would be possible to associate the managers of the school in any way with the masters in these cases, requiring the master to state the ground for promoting the boy?—I should be glad if something in the way of suggestion could be made. I do not think compulsion would work.

1394. By compulsion you mean you would not consider the assent of the managers to be necessary, but you think it would be desirable that they should be kept informed of what was passing?—And that they should co-operate with the movement.

1395. (*Dean of Manchester.*) Is this particular instance unique in your experience?—I know of no other of which I can speak with the same certainty.

1396. May I ask you whether you have made these most interesting replies in view of the way in which what are called higher grade schools are working in great centres of population?—I am not a great believer in higher grade schools.

1397. But you believe that they exist, and though, in answer to Dr. Fairbairn, you said that masters would be likely to part with the boys, is it within your knowledge that the masters in the case of higher grade schools would be unwilling to part with them?—There are higher standard schools and higher grade schools. A higher standard school is one set up in the middle of a ring of other schools from which a number of boys in the highest standards can be drafted to the centre, and form large homogeneous classes.

1398. That is not what we mean in Manchester by a higher grade school?—Higher standard schools have, in many cases, passed into what is called higher grade schools; and in London it is difficult to separate the two.

1399. Do you think that in such cases as those you would find masters willing to entertain this admirable system of yours of passing the boys out of their schools into the others?—They are not at all willing to send them to a higher standard school, but they are not unwilling to send them to a higher grade school. The higher standard school teaches little more than they would learn in their own schools. In their own schools they might have a small number of Seventh Standard scholars. Those boys would benefit by being transferred to a higher standard school, but they would learn almost the same subjects. The boys themselves are attached to the schools. I can quite understand that the masters would be jealous of higher standard schools, and would not care to send their boys to them. I do not think the same jealousy exists with regard to a higher grade school where they prepare for technical work.

1400. Do you not know that they prepare better for technical life in those schools than in any other schools?—In the higher grade schools, but not in the higher standard schools. I take it that the question you wished to ask is whether there would be jealousy of the higher grade schools.

1401. Yes?—None of the higher grade, but a great deal of the higher standard.

1402. (*Dr. Fairbairn.*) Then your condemnation is of the higher standard school and not of the higher grade?—I do not condemn them. I think it would be a wise thing for parents to send the boys, but there is not sufficient inducement to send them. They are taught the same thing at the central higher standard school that they would be taught at their own school, or very nearly so.

1403. (*Chairman.*) Would you give us an instance of what you mean by the term higher grade schools?—There are three in London, Medburn Street, Bloomfield Road, and Thomas Street at the present time.

1404. (*Mr. Yoxall.*) Is it within your knowledge that at the time of the foundation of the first higher grade board schools there was some jealousy with regard to the transfer on the part of the teachers of ordinary schools, but that that jealousy has almost entirely passed away?—It has not passed away as regards the higher standard schools, but as regards the higher grade schools I think that there was very little jealousy at first, and there is none at all now.

1405. Is it within your experience also that there has never been any jealousy whatever on the part of the teachers of the ordinary schools concerning the transfer of boys from their schools to endowed schools?—I have never heard of it.

1406. (*Mr. Cockburn.*) Going back to St. Olave's, I suppose its success is largely due to its very heavy endowment?—Largely. They are able to give valuable scholarships.

1407. And in that respect it stands almost unique among the endowed schools of the country. I mean with regard to the wealth of its endowments?—It is undoubtedly a wealthy endowment.

1408. Then I suppose you do not conceive that there can be much success in the way of the promotion of these promising elementary school boys and girls unless it is in connexion with maintenance scholarships?—Unless, not only the school fees are paid, but also something beyond for maintenance. At St. Olave's School, besides remission of fees, each holder of an entrance scholarship received 5*l.*; a holder of an intermediate maintenance scholarship 10*l.*; and of a major maintenance scholarship 15*l.* There are 30 of the first class, 12 of the second, and 10 of the third.

1409. Apart from endowments, has it ever entered into your mind how those scholarships could be provided?—It may be hoped that they will be provided out of public funds of some kind.

1410. (*Mrs. Sidgwick.*) What are the ordinary fees of St. Olave's School?—About 3*l.* a term.

1411. I did not quite understand about the continuance scholarships. They are not competitive, are they?—They are competitive so far as regards the annual examination of the school. The boys must maintain a good place at the annual examination.

1412. And the boys who maintain the best places get the scholarships?—Yes.

1413. Has it been found in practice that those in the elementary schools get the best places?—They hold their own very fairly.

1414. There is no preference given to the scholars from elementary schools?—No preference. It is an open annual examination.

1415. (*Dean of Manchester.*) You did not say how long St. Olave's had been working on this system?—Over 20 years.

1416. Did we understand you to say that there is some doubt as to whether the scheme is being continued at the present time?—The headmaster died last year, and I have not the pleasure of knowing personally his successor.

1417. However, it seemed to work satisfactorily up to that date?—Yes.

1418. (*Chairman.*) Where scholarships from elementary schools have been awarded to boys at the age of 13 or 14 to go on to higher schools, has the result on the future career of those boys been satisfactory or unsatisfactory?—It has been satisfactory on the whole.

1419. You do not think there is any force in the suggestion that has been made that the exhaustion of the boy by severe competitive examination at the age of 13 or 14 prejudices his future career?—The examination held for the board scholarships is not a very exhausting one. It is held on the usual school subjects with which they are very familiar.

1420. Do you know anything about the Drapers' School at Woodford?—No.

1421. (*Mr. Yoxall.*) Would you prefer that the examination for the scholarships should take the form of an entrance examination at the new school or a leaving examination at the primary school?—I do not think that an examination is necessary for very young boys. I should follow the recommendation of the master as to capacity and conduct, and hold a very light examination if there were more candidates than vacancies.

1422. And would you favour the idea, supposing there should be a scheme set up under the organisation of Secondary Education whereby larger sums of money should be devoted to the provision of exhibitions or scholarships—a scheme by which a certain per-centage of such scholarships should be close for each primary school within the area?—Are you afraid of their being over-weighted by other boys? I think it would be very desirable to devote a considerable number to younger boys in elementary schools if they bear a high character for capacity, industry, and good conduct.

1423. (*Dr. Wormell.*) Do you know that the average age of admission in most secondary schools to which boys from elementary schools would pass with scholarships has gone up of late years in consequence of the operation of the Education Act?—I was not aware of that.

SECONDARY EDUCATION IN HIGHER GRADE ELEMENTARY SCHOOLS.

1424. (*Dr. Fairbairn.*) How far do you think the higher grade school is capable of playing the part of a preparatory school?—They are educating boys in science and English subjects very much on the same ground as grammar schools, with the exception of English literature. Of the three schools I have mentioned in London one teaches no English literature at all; of the other two both teach English literature, and one of them French as well. So that two of the higher grade schools are really giving a grammar school education, except in the dead languages.

1425. A partial, not a complete, grammar school education?—No. Latin is excluded.

1426. And Greek?—And Greek.

1427. (*Mr. Hobhouse.*) Are you familiar with the working of any of the new scholarship schemes that have been established by the county councils?—No, I have had very little experience of those.

1428. (*Chairman.*) Is it within your knowledge that a good deal of what may be called Secondary Education is being given in elementary schools?—Yes, a higher education than that originally contemplated for primary schools.

1429. Yes. It would not be popularly called elementary education?—Elementary education in a technical sense embraces all the subjects contained in the Education Code.

1430. I am asking you not to take the technical basis of the Code, but rather the popular understanding of the term?—I think many of these higher grade schools are really taking Secondary Education which would be far better left to some different authority than school boards.

1431. Why do you think it would be better left to another authority than the school boards?—I think that members of school boards are

elected often without special reference to their educational knowledge. Cumulative voting, for instance, is a bad way of selecting higher educational authorities, and a great many people obtain seats on school boards for special reasons other than their love of education or knowledge of education. I think it is very desirable to have a much wider council established on which school boards might be fairly represented, as well as other bodies, but as far as I have had experience of them I do not think that school boards should be trusted with any education above the primary.

1432. I understand, then, that your objection to the present system is not so much to the giving of Secondary Education in what are called elementary schools, but rather to the fact that the elementary schools are now managed by a body which you do not think well qualified to preside over Secondary Education?—School boards have had an opportunity for 20 years of occupying the ground bordering on Secondary Education. What they have done in that 20 years has been very little, and it has been very unevenly done, and not very well done in many cases.

1433. (*Dean of Manchester.*) You say that this work is not well done by school boards. First may I ask is your experience of school boards largely that of southern and country districts?—I have visited besides the Leeds and Cardiff higher grade schools for which I have the greatest possible respect.

1434. Possibly if you had been to Manchester you might have had the same respect?—It is quite possible.

1435. This is a very serious imputation, and, with all due respect, it will have to be met in a certain way. You say it has been badly done. Is it within your knowledge that the inhabitants of our great centres of population are decidedly of opinion, judging from their action, that instead of not being well done it is better done than it is in any other secondary school at present established. Is it within your knowledge that that is the opinion of the inhabitants of the great centres of population?—I have no opportunity of gauging the opinion of the people.

1436. It is the people and the children of the people whose interest pre-eminently is at stake in this matter. Now by the uneven distribution which was your other answer I presume you mean that the action of school boards is very uneven all through the country?—It is very uncertain.

1437. The third part of your answer was that the persons who were placed upon school boards were not likely to be the persons to administer education of any kind, and particularly that they should not go into the domain of Secondary Education?—I think you have stated that much more widely than I stated it. I put it that from the nature of the election people might not be elected for their educational ability. I contemplated a council on which everyone should be elected for educational ability and not for other purposes. I say nothing whatever about the qualification of members of some school boards; many of them have the highest educational ability.

1438. I am only afraid of its being a too-sweeping condemnation of a set of persons who, at any rate, are elected *ad hoc*. You would wish that there should be a body, whatever that body might be, elected *ad hoc*?—Yes.

1439. And educationally elected?—Yes.

1440. (*Dr. Fairbairn.*) What do you mean by people of "educational ability"?—People of better culture, such as many members of county councils are generally, assisted by representatives from educational bodies.

1441. What do you mean by "educational ability"?—I mean more knowledge of higher educational systems and of our own higher system of education especially.

1442. Do you think that a body composed exclusively of people of educational ability would be an intelligent school board?—I think a county council which contains men of business as well as men of culture, united with a number of gentlemen and ladies who were well acquainted with the higher education of the country, would form a very good educational council.

1443. Now would you let us know the extent or basis of induction on which you have built up the deduction we have heard?—Do you mean my general knowledge of education?

1444. No; I mean your special knowledge of what school boards have done in the matter of higher grade schools?—My experience is chiefly confined to London, and what has been done in higher grade schools in London is, I consider, not very great.

1445. Then do you wish your judgment confined to London, or do you extend it to England as a whole?—Chiefly to London, but I have also visited a great number of large towns. For example, I had occasion to go to a place in the south of England last week, and took the opportunity of visiting a higher grade school. I considered that school scarcely worthy of the name of higher grade. The pupils were examined both by the Education Department and by the Science and Art Department, and it so happened that, unfortunately, the Government inspection was in November and the Science and Art Examination in May, so that they had an opportunity of cramming six months for each examination separately.

1446. Your experience is mainly in London?—Yes.

1447. You have partially approved of London, you have approved of Cardiff, and of Leeds, but you condemn one school board and the school you have mentioned?—Yes.

1448. That is a proportion of three-fourths approved, to one-fourth condemned. Does that represent your judgment as to the faculty of the school boards of the country?—I have heard many opinions from people qualified to judge in many parts of England about the value of higher grade schools. But, specifically, I can only mention those three and some of the London schools.

1449. Then it resolves itself into this, that your experience of one town in the south of England is unfavourable and in a degree also of London, but your experience of the other places is favourable?—Yes, so far as good Secondary Education is concerned.

1450. (*Mr. Cockburn.*) With regard to school boards your experience seems to be limited officially to London, and that has not been very favourable?—That is so.

1451. You have referred to county councils as being a superior body intellectually and in every way. Have you had experience of them?—Of the Surrey County Council.

1452. Your experience has been confined to the neighbourhood of London?—The Surrey County Council.

1453. You are aware that county councils exist also for more or less large and small boroughs?—Yes.

1454. Would you be disposed to prefer such county councils as those to the school boards?—Yes, if associated with representatives from educational bodies.

1455. But you have no knowledge from experience?—No.

1456. (*Dean of Manchester.*) You are aware, I suppose, that some members of those bodies are elected for the purpose of dealing with matters of sanitation and so on, and that such bodies sometimes include persons of no education whatever?—I am speaking of the only county council that I am acquainted with.

1457. (*Mr. Yoxall.*) If you are thinking of the county council as an educational authority, would you lay stress on the importance of there

being added to it other persons specifically chosen, by nomination or otherwise ?—I think that they should be assisted by other associations of educational people in their jurisdiction.

1458. You would regard that as an essential point ?—Yes.

1459. And you would be inclined to follow the example of Wales in the matter ?—Yes.

1460. (*Mr. Hobhouse.*) You have been speaking of the encroachment of elementary educational authorities on the domain of Secondary Education. Will you tell us where you think those encroachments begin ?—They begin with boys who stay at school till the age of 16. As a rule primary education was meant for boys who would leave at the age of 14, but if you begin to offer inducements to stay at school, such as the inducement of higher education or otherwise, I think you begin to encroach upon Secondary Education.

1461. Would you place specific subjects in the Code of Secondary Education ?—They enter to a very limited extent only into primary education. A boy in an elementary school can only study two, and the two subjects should be selected in connexion with the trade of the district, rather than for the purpose of general culture.

1462. But I am rather asking you as to whether it is a proper line to be at present drawn by the Code ?—By the Code they are limited to two subjects of higher education. In a higher grade school or a grammar school they will study more than two such subjects.

1463. But in your opinion such subjects as botany, animal physiology, chemistry, and physics are all subjects of elementary education ?—To a restricted extent.

1464. To the extent carried out under Schedule 4 of the Code ?—Yes.

1465. (*Chairman.*) I understand you to say you are making that answer in the technical sense of the Department, not taking what you would understand the word to mean in common usage ?—I think a limited knowledge of the subjects agrees with the popular notion of primary education. In a grammar school they must study a much larger number of those subjects than Mr. Hobhouse read out.

1466. (*Mr. Hobhouse.*) You think it depends on the proportion which the time devoted to those subjects bears to the others ?—Yes, and upon the purposes for which they are studied.

1467. Then I understand from your memorandum that there are certain boys who may be studying specific subjects under the Code, and receiving grants from the Education Department, and at the same time studying science subjects and receiving grants from the Science and Art Department ?—That is so.

1468. And there is considerable overlapping in the work of the two Departments ?—For a certain small class of boys. I have divided the boys into three classes.

1469. One class is the boys that are under 14 who have reached the Sixth Standard and not the Seventh Standard ?—Yes.

1470. Are those boys numerous ?—Not very numerous, but there are a fair proportion of such scholars in the higher grade schools.

1471. Do you see any objection to this overlapping and the earning of grants from two Departments at once ?—I object to it very strongly. I should like to see them transferred to a higher school rather than have to study so many subjects at once to satisfy two Departments.

1472. Do the two Departments take care that their curricula work into one another ?—No, that is left, as regards this small number of boys, entirely to the management of the schools.

1473. (*Mr. Cockburn.*) Do they get a grant from South Kensington and Whitehall for the same subject ?—If the specific subject studied for the

examination of the Education Department should be the same as the science subject studied for the Science Department.

1474. What are those?—If you refer to my memorandum it is under section C. on the second page. They are a very small number.

1475. (*Mr. Hobhouse.*) Then with regard to these scholars there is no attempt as between the two Departments to take care that they are not pursuing any two courses of study?—No; they are a comparatively limited number, but I should like them to be transferred to a school of a different class.

1476. In some of these schools, for instance the one you have mentioned, I understand that the boys are actually being crammed for two different examinations under two different Departments at the same time?—That would be possible with a certain number of those schools.

1477. (*Mr. Cockburn.*) Will you tell me who is largely to blame for the state of things in the school that you have referred to? Is it not possible for the Whitehall Department to change the date of the examination and to make the two examinations take place together?—Yes, if the managers of the school were wise they would apply to have that done.

1478. (*Dr. Fairbairn.*) I do not want to raise a question with regard to this matter, the full information upon which is not before us, but I should like to know how far the head master of that school is the responsible person?—I cannot say. He is supposed to be the servant of the school board.

1479. (*Mr. Yoxall.*) Would you not regard it as disastrous to public elementary education if the specific subjects were to be entirely withdrawn from the public elementary schools?—I think it would be disastrous in many special cases. With regard to the seaside places on the east coast I should like every boy in an elementary school to learn German, and on the south coast to learn French. I should like to see every boy in a country district learning agriculture, and in a chemical neighbourhood learning chemistry; I think specific subjects taught in elementary schools ought to serve some special purpose with regard to the boy's future life.

1480. (*Mr. Hobhouse.*) Is not elementary science taught in the great bulk of elementary schools, and would not that be sufficient?—It is the same as a specific subject in the later stages.

1481. (*Mr. Cockburn.*) When you say that school boards (and I suppose you mean voluntary school managers in the same category) should be restricted to public elementary work, would you take anything out of the Code as it stands to-day?—I should leave the Code as free as possible so as to leave the school boards free to carry out primary education as widely as possible.

1482. Do you not think the Code as it stands to-day embodies a great deal of what may be fairly called Secondary Education?—Not if it is used for the special purpose of the boy's future life.

1483. Take an example. You are quite familiar with the case of a boy commencing French in Standard V. He would take Stage 1. Then he follows that in Standard VI. taking Stage 2. Then he takes Stage 3 of French in Standard VII. Do you not consider that if the boy had passed strictly through those stages he would have encroached very far on Secondary Education?—It would not be for the study of the literature; it would be taken up for the commercial purpose which might serve in his future life.

1484. The boy would have been studying French for three years along a progressive stage, would he not?—Yes.

1485. And the same might apply to every other specific subject?—Yes.

1486. And therefore to the same extent and with regard to every subject through the Code you might make a long reach in the direction of Secondary Education?—The Department has always encouraged pupils to take the subjects which would be most useful to them in their future life, not for

the special purpose for which they would be taken up in the higher schools, where French would be taken up for its literature much more than for the commercial purpose of writing letters.

1487. Still, you would allow the locality to pick and choose its subject as to what was best suited for its own needs?—That is what the Education Department does.

1488. And the Education Department has given them a very wide range?—Yes, hoping it would be used for the good of the scholars. I may say that agriculture was taught at a school at Temple Bar, where agriculture is scarcely needed. There the managers exercised their freedom, rather too lavishly, and that has been stopped.

1489. Is it possible for a grant to be paid by the Whitehall authorities and by the South Kensington authorities strictly and fairly on what may be called overlapping?—They cannot be paid for the same subjects.

1490. Then where does the overlapping come in?—Double grants paid for the same boy.

1491. If two bodies pay for different subjects altogether that does not involve overlapping, does it?—The education of the boy is sufficiently paid for by the grant he gets from the Education Department without earning an additional grant from the Science and Art Department.

1492. Now you are giving me your opinion as to whether that grant should not be paid by one Department instead of two. I am asking you with regard to a statement which has been already made with respect to overlapping, is there such a thing to-day as overlapping?—It is only overlapping of grants not of subjects.

1493. If it is not overlapping of subjects how can it be for overlapping of grant?—It is only so with regard to that one boy, he having already received from one Department as much as was sufficient for his primary education. I may say that great trouble is taken to stop overlapping of grants, especially in the Evening Continuation Code. No boy can earn a grant from an evening continuation school if he earns it in the same year from the Science and Art Department for that subject.

1494. I take it that what you mean is that it is an overlapping in the possibility of earning grant?—Having already obtained what was thought sufficient by Parliament for the education of a boy.

1495. (*Mr. Lyttelton.*) Is the grant given by one Department given without the knowledge of the other?—Yes.

1496. (*Mr. Cockburn.*) Is any boy in the world or girl either paid twice over for one subject?—No.

1497. (*Dr. Fairbairn.*) In other words, is it boys or subjects that Parliament pays for?—They pay for the education of the boy.

1498. They pay for the education of the boy by means of subjects?—Yes.

1499. (*Dean of Manchester.*) Is it your opinion that a boy is overpaid for elementary education if he gets this other grant as well?—Yes, that is my opinion.

1500. (*Dr. Wormell.*) But it is quite clear that a double wage is not paid for the same piece of work?—Yes.

RELATION OF ELEMENTARY AND SECONDARY SCHOOLS.

1501. (*Chairman.*) Do you conceive that any changes are needed in regard to these higher grade elementary schools considered in relation to their competition with secondary schools?—I think that if a good system of secondary schools were set up the higher grade schools connected with school boards should be restricted.

1502. How restricted?—So as not to compete with the secondary schools that might be set up.

1503. Is it within your knowledge that it is alleged that the low fees they charge are prejudicial to the growth of secondary schools?—I cannot answer that.

1504. Why then would you restrict them?—So as to prevent the overlapping of two bodies of concurrent jurisdiction.

1505. What do you think results from that overlapping?—There would be competition as to the fees to be paid.

1506. On one side of it there is the question of fees, and on the other side is the suggestion made that Secondary Education had better be given in a school which was professedly secondary. Do you assent to that view, or do you look upon it as merely a question of fees?—I should prefer a system of Secondary Education pure and simple, apart from the question of primary education, with abundant opportunity for scholars to pass from one to the other.

1507. (*Sir Henry Roscoe.*) Would you propose to hand over the existing higher grade schools now under the government of the school boards to any new system of Secondary Education that might be evolved?—I must restrict my answer to London. I do not think London would suffer much by handing them over. I cannot say for Manchester.

1508. There are none, practically, in London?—There are at present three higher grade schools in London.

1509. And with regard to those?—They are so few in comparison to the population of London that I do not think London would suffer much by handing the whole system over to a new body of Secondary Education authorities.

1510. And you could not give an opinion as to what would occur in a northern town where there are many of those schools?—No.

1511. (*Mr. Llewellyn Smith.*) Is it the overlapping of authorities you have in your mind or the overlapping of schools?—Both.

1512. Do you know a school in East London called the People's Palace Day School?—No, I have never visited it.

1513. It is equivalent to a higher grade school, but as a matter of fact it is not under a school board. I did not know whether your objection to overlapping would apply to such a school as that.

1514. (*Dean of Manchester.*) Would you correlate such an institution as Mr. Llewellyn Smith has referred to with any future system?—Yes, I would work them all in.

1515. Have you thought of the factor in the higher grade schools of many of the children being admitted already, and a great many people urging that they should be admitted more largely altogether?—I should like to see all schools entirely free.

1516. (*Chairman.*) Do you mean you wish Secondary Education to be free up to the top?—Yes.

1517. Do you include universities?—I have never considered that question at all.

1518. It would be a natural inference, would it not, that the universities should be free also, as they are in the Western States of America?—It might follow, but I have seen many sons of poor professional men, clergymen, and doctors, hampered by the fees they pay. I should like to see education free for all children of such parents.

1519. Have you heard it suggested that making Secondary Education universally free may tend to the production of a large class of persons indisposed to manual labour?—I could not say. If it were a judicious system of Secondary Education I should think you might easily limit the over-production.

1520. I will put it in this way. It has been suggested that the result of universal free Secondary Education would be unduly to increase the number of persons who, having received that education, would be a little indisposed to manual labour?—I think that corrects itself. At one time in our primary schools there were a great number of children who were

endeavouring to become clerks, but there has been a distinct reaction in favour of the artisan class of late, since the wages of artisans have risen. The same thing would probably follow in a higher class of education.

1521. Therefore you think the alleged danger is not to be feared?—No.

1522. (*Dr. Fairbairn.*) Going back to the question of school boards and the Secondary Education in higher grade schools, would you actually propose to remove those higher grade schools in the case of school boards that had proved their eminent competence to create and to organise them? —They are comparatively few as compared with the great demand for good secondary schools, and if we have a general system of Secondary Education it would be better to have one established on a similar footing in all boroughs and counties.

1523. Would you propose in any way to unify education by unifying the educational authority?—The only intelligible basis on which you can establish a secondary system of education is the establishment of an authority who would collect all the information that was wanted, and set on foot the schemes that were needed.

1524. Would not that argument lead to such a unification as would make both Primary and Secondary Education the work of the same board? —It would be very desirable if it could be managed.

1525. (*Mr. Cockburn.*) Is it a fact that year by year the age at which our elementary children are passing the standards is becoming lower?—Yes.

1526. A child now may pass the Sixth Standard at 12 years of age. They are doing it in large numbers now, are they not?—Yes, in considerable numbers.

1527. And that is increasing every year?—Yes.

1528. Of course you are familiar with the Factory Acts, and that kind of thing, and you know how they limit the employment of boys and girls?— Yes.

1529. When these children have passed the elementary schools, and under the Code the elementary schools have done all they can for them, and there still is an interval in their lives when they cannot be employed; what is to be done with them if school boards according to their view, and voluntary managers equally, may not go on with their education?—My notion was that the school board should carry them on to the utmost limit of time for which they are likely to stay at school for primary education.

1530. But if they had gone to the extreme limit which is provided for a year or two before they can be employed, what are they to do?—Additional standards might be provided for them in the primary school, without the establishment of special schools.

1531. There are no further stages that the Education Department takes any cognizance of, are there. What would you do with them?—They are a comparatively small number. I can give you the exact number for last year in London. Out of 67,000 in the Second Standard there were only corresponding to them about 8,000 in the Seventh Standard.

1532. Taking that view of the question, as the numbers run down so much as that, perhaps the most economical thing educationally and nationally would be for the school board to gather them into one common centre?—Yes, or to ask the Education Department to establish a Standard VIII. for such a purpose.

1533. That in your view would meet the case?—Yes.

1534. But would not that be going still further than at present into the domain of Secondary Education?—Not with the subjects that can be taught. You are limited to a certain number of subjects taught for a special purpose, whereas in Secondary Education you are at liberty to take up the whole that may be thought good for the general education of the scholar.

1535. But if you take those subjects and go far enough you are going into Secondary Education, are you not?—You do not pursue them with the same object, or to the same extent.

1536. I am not dealing with the object, but with the bare bald fact of education. Would not Standard VIII., and specific subjects carried up suitable to the age of Standard VIII., be a very far inroad into Secondary Education?—A slight overlapping. Not a very great inroad. A boy in Standard VII. is in general culture considerably below a boy of the same age in a grammar school.

1537. Now we have got to this point. Year by year the children are passing the standards and completing their elementary education at an earlier age. That being the case, there is an interval between their completion and the period at which they may go to any kind of employment. I want to know how you would propose to fill that up?—The standards were originally filled up to the highest age to which boys were likely to stay, but those standards could be extended. The proper thing would be to have an Eighth Standard for such boys to employ their time profitably.

1538. There I am in the fullest sympathy with you, but is not that asking the Department to do what you have already animadverted upon?—Perhaps.

1539. (*Lady Frederick Cavendish.*) Has it come to your knowledge that the children's health suffers in the passing of the standards at 12 years old. And have you considered whether it would still further suffer if they went pushing on in the way Mr. Cockburn has been describing?—No, I do not think the children's health suffers as much as is popularly supposed.

1540. (*Mr. Yoxall.*) We assume that the majority of the children in the country now trained in public elementary schools will not proceed to secondary schools. Therefore, does it not seem necessary to maintain in the primary schools all those features of culture that are found there, and even to extend them?—There is no occasion to extend the list of subjects, for any subject that the manager likes to propose may be sanctioned by the Education Department.

1541. I was referring to the extension of the amount given?—That must be limited by the age of the boy, and the time he is at school.

1542. (*Mr. Sadler.*) Do you think that French experience throws any light upon the provision of a kind of education, supplementary to that given in the primary schools, for those who will not proceed to secondary schools?—I have no experience of French education.

1543. (*Mr. Lyttelton.*) Does your experience point to the fact that the fees charged at the secondary schools are a serious barrier to poor parents?—Even when they are as low as 3*l.* a term they are a serious consideration for many people who wish their boys to have a higher education.

1544. What is the course adopted by parents who cannot pay their fees?—They send them to the higher board schools.

1545. And do a large number send them nowhere?—No, I do not think so.

1546. (*Mr. Llewellyn Smith.*) Is it your view that the kind of secondary school most required in such a centre as London is in the nature of a continuation school, or a school which takes boys as low as 10 or even 8 years of age?—As far as continuation schools have gone at present, they have been limited chiefly to people who wished to study for a specific purpose in life—to benefit themselves in their profession or trade.

1547. That refers to existing schools, but I mean in regard to the schools most required in the future. When you referred to those secondary schools had you in your mind a school which would take up boys passed up by the elementary schools, or had you in your mind rather

a different stratum of school?—A different stratum of school, which would keep them at school longer than they are now kept in the primary schools.

1548. By continuation schools I do not mean an evening continuation school, but a school which would have for its preparatory stages the elementary school which takes boys who have passed through such a school?—The difficulty is to raise them to the higher studies after the age of 14. I have always advocated 10, because if they enter a secondary school after 14 they have learnt no Latin or French.

1549. But up to 9 or 10 it would be a good preparation, you think?—Yes.

1550. (*Mrs. Bryant.*) Have you followed the cases of many of the children who have come up from the board school to the secondary school and continued their education in the way suggested?—Yes.

1551. And are you disposed to think that the system does not work well?—I think it works well if they are taken at a sufficiently early age.

1552. (*Chairman.*) Have you any suggestion to make as to the arrangements that might be made with regard to the grants for technical education given by county councils?—A secondary school for girls has existed for some years in my own neighbourhood, and the Surrey County Council have now offered to take over our school, connecting with it classes for technical education, so that, virtually, under the same roof there would be a secondary school and a technical school, the Council subsidising our secondary school to the extent of 200*l.* a year. It is quite possible for the county council under present arrangements to link themselves with grammar schools, and also to take over other schools so long as they have technical classes connected with them. COUNTY COUNCILS AND SECONDARY EDUCATION.

1553. It might be suggested that as the range of subjects called technical is very wide it might be widened still further so as to enable the county councils to give their grants to Secondary Education in general. What would your view of such a suggestion be?—I think the county councils should not be the sole authority in the matter. They should have associated with them other people within their district to advise them as to what schools should be set up. It would be unwise to give the power to county councils to set up a school wherever they please.

1554. My question went rather to giving power to the county council to apply the fund to Secondary Education in general?—They can teach any subject at present except Latin and Greek. If the power was given them to teach those two subjects they could at once set up secondary schools.

1555. Would you desire them to have the power of applying their money for Secondary Education generally?—Yes, if they were limited in their power of establishing schools so as not to interfere with existing schools of good character.

1556. You think that where there are existing schools regard should be had to the interests of those schools?—If they would submit themselves to some public test.

1557. You were contemplating proprietary and private schools?—Yes.

1558. (*Sir Henry Roscoe.*) I understand from what you have said that whilst you consider that the school boards are not altogether fit bodies to undertake Secondary Education, you would say that the county councils, assisted, perhaps, by some educational authorities, or by some persons interested in education, might form a proper body to carry out within the county the Secondary Education which would be necessary, with the inspection of the existing schools and the foundation of new ones?—I think they would make the fittest body.

1559. When you speak about county councils, it has been urged in some quarters that the areas of the counties being very different it might be desirable to form new educational areas, including many or several counties in some instances. What is your opinion on that subject? Do

you think it would be desirable to institute an altogether new series of educational areas, differing altogether from any we may have at the present moment?—I think it might be desirable to combine some of the county council as in some of the small counties; or, in the cases of the West Riding of Yorkshire, to break that up into several councils.

1560. The idea has been to form the whole of England into, say, 10 educational areas. In that case each area would be larger than the West Riding of Yorkshire?—Yes.

1561. You are aware, I suppose, that several county councils have for certain purposes arranged to act in concert. Would you make such an arrangement compulsory or would you leave it to the good sense of the county councils to arrange in matters in which one could not act satisfactorily to join with another?—I should leave them free in such respects as in the case of dairy farms. I think they might be safely trusted to do that fairly without being necessarily joined.

1562. (*Dr. Fairbairn.*) Your experience, I think, has been only with the Surrey County Council?—Only with the Surrey County Council.

1563. And you cannot speak about the general policies of the county councils of England?—No.

1564. (*Mr. Hobhouse.*) Your experience in Surrey goes to show that the county is a satisfactory area for this purpose?—Yes.

1565. A large enough area?—Yes.

1566. (*Mr. Sadler.*) Do you think that the addition of outside members, chosen for educational experience, to the county councils should be made permissive or compulsory?—I should make it compulsory to call in anybody who might give them any light.

1567. And those outside members might include school board members?—Yes, I think school boards should be represented.

1568. (*Mr. Cockburn.*) Are you contemplating two bodies, one to govern the school individually and another outside and larger body to control an area or district?—Yes.

1569. Then you contemplate having a local authority for each individual school?—A local committee.

1570. Can you tell us how you imagine that ought to be composed?—It is a very wide question. I have not thought about that.

1571. (*Mr. Sadler.*) Would you regard the presence of teachers on these county authorities as desirable?—Certainly, all classes of teachers.

1572. And have you thought of any means of electing them or choosing them?—No.

1573. (*Chairman.*) What is your view as regards the age at which echnical education should begin?—I think it should begin at about the age of 14, when they have gained sufficient manual aptitude by the use of tools before applying themselves to any particular trade.

1574. Then you would begin to teach them the use of tools at an earlier age?—Yes, I have been travelling among the blind and deaf institutions for the last three months. They all agree that up to 14 you cannot teach any trade, but you can teach them the use of tools so as to have aptitude for using their hands.

1575. (*Mr. Cockburn.*) That only applies to the blind?—And to the deaf.

1576. But it has no application to seeing children, has it?—To the deaf children who see.

1577. (*Chairman.*) Do I understand that you express an opinion generally as regards the age at which technical instruction for a trade should begin?—I have gathered from experts that the technical instruction for a trade should not begin before 14.

1578. But technical instruction not directed to a particular trade might begin earlier. Do you say that?—What we call manual teaching as distinguished from technical teaching, that is the use of tools.

1579. How about the elements of science, say the mere elements of such a science as chemistry or physics?—That is begun at an early age in the theoretical knowledge of simple physical and chemical truths.

1580. You have, I believe, some opinion to express on the question of how Secondary Education should be provided in rural districts?—I have only one single fact to mention, which is that conveyance by railway ought to enter very largely into all questions of supplying rural districts. The Boys' Public Day School Company was asked to establish a school in Luton, but when we came to inquire into the matter we found that the Luton boys as a rule went to Bedford, and there was no occasion to establish a school at Luton. It would have been a failure if we had established it. But as far as regards boys in country districts the railway should be made use of and fares should be paid for most of the scholars.

1581. Paid out of what fund?—The authorities should have power to pay their railway conveyance out of whatever fund they had.

1582. Do you mean of all boys, or promising boys only?—All boys for whom Secondary Education was thought desirable.

1583. Then in addition to free Secondary Education you would also have free railway travelling?—Yes. That is so in the case of the deaf and blind now; the recent Act says that they may be conveyed from their homes backwards and forwards at the expense of the rates.

1584. Still may there not be a difference between the case of afflicted persons, like blind and deaf children, and the case of an ordinary child?—Not if education for their future life is a serious burden to the parents.

1585. (*Dean of Manchester.*) Does this apply to girls as well as boys?—Girls do not travel so much as boys, but so far as they do, it should apply.

1586. (*Mrs. Bryant.*) Suppose Secondary Education was assisted by the State, travelling would be an additional charge in the case of the boy or the girl in rural districts?—Yes.

1587. So that it ought to be equalised so far as the pressure upon parents is concerned?—Yes.

1588. (*Mr. Llewellyn Smith.*) You spoke a little while ago of the necessity of some guarantee that the county authorities should not interfere with existing schools. Can you tell us what kind of guarantee you had in your mind?—That they should be responsible to some public controlling authority who shall prevent undue interference.

1589. But also as regards fees?—I think that should all come under central authority.

1590. If there were free schools, with free travelling expenses, how could you avoid their interference with the existing schools?—I think the parent should have the first right of choosing the school to which he sends his children, as in the case of the primary school, where he is free to send his children to any school he likes.

1591. But public primary schools all get grants. I am thinking of private schools which do not?—I should recommend their being assisted by the State provided that they submitted to some test. If they are equally good with grammar schools I do not see why they should not have the same amount paid either for travelling or in remission of fees.

1592. You mean that the children provided with scholarships might attend, but would you contemplate the possibility of grants being paid to the master of a school who was conducting it for profit?—Certainly; if he submitted to a public test, and showed that his school was working well.

1593. And you would see no difficulty in it?—No. I see no reason why two equally good schools should not receive the same fees, paid on behalf of a scholar.

1594. (*Chairman.*) You admit that there might be some difficulties of detail in arranging it?—I think those difficulties of detail might be surmounted.

1595. (*Dean of Manchester.*) You see no difficulty about their getting money provided they submit themselves to the test that other schools submit to?—No. Might I go a step further and say I think private schools become public schools when they submit to a test.

1596. (*Mr. Llewellyn Smith.*) I mean a school conducted for the private profit of the master. In that case what guarantee would there be that the grant made would not go into the pocket of the master instead of to the benefit of the school?—Of course it would be a difficulty that would have to be arranged.

1597. (*Mr. Lyttelton.*) I think you said that your view was that all Secondary Education should be free. Would that mean that the boarding fees now paid at Eton and Winchester would be paid out of the rates?—I am speaking of schools attended by children of struggling parents—clerks and professional men. I did not go further than that.

1598. On what principle would you draw the line?—It has been found almost impossible to draw the line in the case of primary schools, and I should not attempt to draw the line in the case of the lower class secondary schools.

1599. But if you begin with the lower class, is it not likely that a claim would be made by schools just above them?—It is quite possible.

1600. And would you be able to refuse it?—I cannot say.

1601. (*Chairman.*) I understand you to say that you would not shrink from carrying out your principle and would make also university education gratuitous?—I should desire to make education free for all who claimed remission of fees. I have been contemplating the difficulties of clerks, poor clergymen, and poor doctors.

1602. (*Dr. Fairbairn.*) And are not these the very classes for which the great public shools were intended?—I do not think that appears in the history of public schools.

1603. Not in the modern history?—No; nor, so far as I am aware, in the original foundation of most of them.

1604. (*Lady Frederick Cavendish.*) Would not such a plan lead to an enormously increased recklessness in the classes you speak of. Would it not lead to reckless marriages, general neglect of domestic duties, and recklessness all round, if these classes felt that their children were no longer to be a burden upon them at all?—It has not been so in the case of the children attending the primary schools.

1605. Do you think not? I mean, however much we may approve of primary free education, it has that disadvantage certainly that it does tend to increase recklessness. Is not that so?—In the direction of spending money do you mean?

1606. All round, because it takes the burden of the children off their own parents?—The attendance at schools has improved. It shows that education is more valued if any conclusion can be drawn.

1607. (*Mr. Sadler.*) One sometimes hears it said that if Secondary Education were given free, the parents of children would value it less. Do you think there is anything in that argument?—I do not think there is anything in it whatever.

1608. (*Dean of Manchester.*) Who is to pay for all this education, from the freedom of the university downwards?—I suppose the State, so far as freedom is found advisable.

1609. (*Dr. Fairbairn.*) In connexion with Mr. Sadler's question, is it not the case that in the countries where education is free it is most esteemed?—That I cannot answer. I ought to say that I have been limiting my observations as to free education entirely to struggling parents, though my own individual opinion is that it should be all free.

1610. (*Mr. Lyttelton.*) And I think you admitted that you could not very well draw the line?—Yes.

1611. (*Chairman.*) Do you conceive that it would be a good thing for secondary schools generally if there were some system of examination provided for them?—By different bodies. I think inspection should be provided by the State, and examination by the universities, so as to produce some unity of examination. INSPECTION AND EXAMINATION

1612. How would you organise the examination?—By a joint board composed of all the universities, such as exists already for the higher classes of schools.

1613. And would you have any inspection also?—I would have the inspection provided by the State if public money was concerned in it.

1614. What would inspection include?—The organisation of the school, and the general system on which the school was being conducted.

1615. That is to say, the inspector would not examine the scholars?—No.

1616. The examination would be conducted by the university board?—Yes.

1617. And the inspector would report upon buildings, apparatus, and so forth?—Yes, and he would be present during school time so far as to satisfy himself that the methods pursued were good.

1618. Do you mean that he would be present during the teaching?—Yes.

1619. You would open that inspection to all kinds of schools?—I should like that to be for all schools.

1620. Would you impose it compulsorily?—I think the State should have the power of entering any school, to see that it was being properly conducted.

1621. That is to say, a private or a proprietary school as well as others?—Yes.

1622. And you would not allow a school to exist if it refused to receive the inspectors?—Certainly not as regards the buildings and sanitary arrangements. It might be more doubtful as regards the educational part of it, but as regards the health of the children, all schools ought to be inspected by a public authority, and the inspection should extend to a general supervision of the general conduct of the school.

1623. Do you think that the owners of private schools, and the masters of private schools, would welcome such a plan?—I think a good many of them would object in the first instance, but if it was judiciously done I do not think the objection would be long maintained.

1624. (*Mr. Llewellyn Smith.*) Would it be a local authority or a central authority?—A central authority.

1625. For all schools?—Yes.

1626. (*Chairman.*) Do you mean it would be an authority under a central department in London?—Yes.

1627. And not under the district or county authority?—I think it would be better to have a central authority in London.

1628. (*Mr. Hobhouse.*) But if the grants to these schools come from the local authorities, probably they would have a power of inspection?—Yes; but I am speaking of one system for the country.

1629. Do you think the schools would tolerate a system of State inspection, and be examined by the local authority, and by the universities?

—Probably the local authority would have their own examiners and inspectors as well.

1630. (*Dean of Manchester.*) If the central authority was beyond all question and so well founded, would it not be desirable that the local authority should be satisfied with it?—The school boards as a rule are satisfied with the Government inspection of public elementary schools.

1631. (*Mr. Sadler.*) Do you see any objection to having two or more independent university examining authorities rather than one joint board?—I should prefer one joint board if possible, to have greater unity.

1632. But there are advantages, I suppose, in having more than one?—There are both advantages and disadvantages, but I think the advantages of a single body would outweigh the disadvantages.

1633. Do you think that on a university examining board there should be representatives of teachers and outside bodies?—I should make it as representative a body as possible.

1634. (*Dr. Wormell.*) Not simply the joint board of Oxford and Cambridge, but of all the universities?—All the universities of the United Kingdom.

1635. (*Mrs. Bryant.*) Do you not think it would be more popular with schools that variety should be allowed as at present with regard to the university examinations?—There is great inequality. A great number of university examinations were considered at the Education Department for the purpose of accepting the holders of these certificates as assistant teachers in our elementary schools. The difficulty of equating those was very great, and even then we were not satisfied that we had really equated the 13 examinations which were finally placed on the list.

1636. Do you think a united board would carry more weight?—Yes.

1637. (*Mr. Yoxall.*) I understand that you think inspection by the State is desirable, if there be free conference between the inspectors and the teachers at the time?—Yes. I have always followed the plan myself of communicating my ideas to the teachers as I went along. That is the best form of inspection. It takes the form of conference with the teachers rather than a dry report after they have left the school.

1638. Do you think the school is better inspected by two inspectors at one time, or by one only?—Two pairs of eyes are better than one.

1639. Are these suggestions the result of your experience as Inspector of Public Elementary Schools?—Largely.

TRAINING AND REGISTRATION OF TEACHERS.

1640. (*Chairman.*) What is your view of the way in which secondary teachers should be trained?—For that I would refer you to the paper which I have drawn up on behalf of the Department.

1641. Is there nothing you wish to add to that?—No, nothing at all.

1642. What is your view about the registration of teachers?—That it should be as wide and general as possible, to include all classes of teachers.

1643. Elementary and secondary?—Yes, elementary and secondary; that there should be two columns, one containing a certificate from some public body as to their power of teaching the subjects they have to teach, and the second a diploma from some competent authority that they can teach those subjects.

1644. I am not sure whether I quite understand what the two columns are to contain?—A certificate of the knowledge that the teacher possesses, and another of his power of imparting that knowledge.

1645. You mean his general knowledge and culture?—Yes; the one shown by a degree or some university examination, and the other a diploma from some body, competent to give a diploma, of his power to teach.

1646. What sort of body are you contemplating as capable of giving that diploma?—A joint university body of the sort I have indicated before.

1647. (*Dean of Manchester.*) How would you propose that the competency to teach should be secured?—In the same way as it is done now in the various training colleges.

1648. (*Mrs. Bryant.*) Would you think the present examinations of the University of Cambridge, or the University of London, satisfactory diplomas?—Yes, I think so. They test teachers very well indeed.

1649. (*Mr. Jebb.*) In your memorandum you say that it is desirable that universities should provide satisfactory machinery for the application in practice of principles given in lectures. Does "machinery" mean classrooms in which persons who have attended lectures on the history and theory of teaching, should have an opportunity of showing in practice whether they could apply them as teachers?—That they have also learnt their profession as teachers, do you mean?

1650. Yes?—Yes, as at Cambridge under the training syndicate, where they employ the Perse School and several other schools. I am also chairman of a training college myself, where we have a training school attached of 150 scholars, in which the students do all their practical work of teaching. But each college should have a separate practising school.

1651. I just want to ask one other question regarding registration. Do you contemplate that each of these two things, the certificate of competency of knowledge, and the diploma of competency to teach, should be a necessary part of registration, that is to say, that no teacher should be registered who had not obtained both?—I should register them for either one or the other.

1652. Then supposing a teacher had obtained a certificate of competency of knowledge, but had failed to obtain a diploma of competency to teach, he would not be in a very favourable position to hope for employment to teach?—I am afraid he would have to try again rather than seek for employment without proving competency. Of course at first the failure would not militate against him very much, because so many would not have the diploma, but afterwards it would become rather a disqualification to a person not to have the diploma.

1653. So that there would be different grades of registered teachers; those who had obtained certificates of competency of knowledge only, and those who had obtained both certificates and those in the first grade would be under a strong inducement to rise to the second grade?—I hope it would have that effect.

1654. (*Mr. Lyttelton.*) Have you thought how an adequate supply of this machinery for training teachers could be arranged for during the first two or three years after the Bill came into force?—Training colleges are multiplying, and increasing very largely the number of people who are trained. I think in a few years there will be no difficulty in having quite a sufficient supply of colleges or schools who would undertake the training.

1655. (*Mrs. Bryant.*) I should like to know if that difficulty could be met by having a secondary department in the training colleges; I think it is applied at Cardiff?—I was at Cardiff the other day, and it seems to answer remarkably well there. Both classes of teachers live in the hostel together, and follow the same course of lectures.

1656. That would simplify the difficulty with regard to the machinery very considerably?—Yes. I have no doubt that the requisite machinery would be soon found.

1657. (*Mr. Cockburn.*) And an expansion of the present-day training colleges for elementary teachers?—Yes, they could be utilised in the same way.

1658. (*Chairman.*) Have you any experience of teaching mixed classes in the same school?—I have a great belief in the mixture of the two sexes in schools, and I am glad to see that the London School Board are establishing mixed schools. They have been chiefly junior mixed schools, and now they are getting senior mixed schools. MIXED SCHOOLS.

1659. (*Dean of Manchester.*) Are you aware that that is spreading very widely in the north?—Yes.

1660. (*Chairman.*) On what grounds do you think that the mixed schools answer well?—Both classes act and react on each other. The girls make the boys brighter and quicker, and the boys give the girls concentration and depth of thought. The difficulty in examinations is to encourage the girls to answer without diffidence.

1661. You have had experience in elementary schools?—Yes.

1662. (*Dr. Fairbairn.*) You feel that it works so well in one that you would be glad to see it in the other?—Yes.

1663. (*Chairman.*) Up to what age do you consider that they can be taught in the same classes, or perhaps you do not wish to put any limitation of age?—I should put no limitation of age. At Cardiff the other day I found that in the junior classes the sexes were kept distinct because of their numbers, but as the numbers fell off in the senior classes they were mixed for lectures.

1664. Up to what age?—Up to the age of 16 or 17.

1665. (*Chairman.*) So far as your experience goes, you would have no limitation of age?—I should have no limitation of age.

1666. (*Mrs. Sidgwick.*) Do you think it better that the teacher should be a man or a woman?—I do not think it is of very much consequence as long as they know their subject well and are competent to teach it. At the London School Board centres there are women and men teaching subjects indifferently to classes of pupils of 16 to 20 years of age.

1667. (*Mr. Lyttelton.*) You mean the pupil teacher centres?—Yes, and they exercise quite the same influence. They impress the scholars equally.

1668. (*Chairman.*) We are very much obliged to you for your interesting evidence.

The witness withdrew.

W H. STONE, Esq., and Miss MARY GURNEY called in and examined.

1668*a*. (*Chairman to Mr. Stone.*) You are Chairman of the Council of the Girls' Public Day School Company?—Yes.

1669. (*To Miss Gurney.*) You are a member of the Council of the Girls' Public Day School Company?—Yes, and have been since the foundation of the Company. I came here at the request of the Council.

OBJECTS, CONSTITUTION, AND MANAGEMENT OF THE GIRLS' PUBLIC DAY SCHOOL COMPANY.

1670. (*To Mr. Stone.*) Would you be good enough to give us some account of the original objects of the company, and of its constitution and management?—Those are set out in a paper which, I think, has been sent to the Commission by the Secretary, so that perhaps I need not dwell upon them very fully. The company was originated in consequence of the deficiencies in the higher education of girls mainly, which were indicated by the Schools Inquiry Commission, and the object of the company was to make some beginning towards the supplying of these deficiencies. It was started in the form of a joint stock company for the purpose of obtaining the necessary capital for buildings. Now I want to dwell rather upon the extent of our operations. I would refer specially to the fact that we have now 36 schools, with upwards of 7,000 pupils. A very considerable portion of our work is in London and the district round, extending as far as Croydon, Sutton, and places like that. In this district, we have 17 schools with rather over 4,000 pupils. Besides that, we have schools in a good many important provincial towns. We go as far as Gateshead and Carlisle; we have two schools in Liverpool; schools in Sheffield, Nottingham, and a good many other provincial towns.

1671. You have begun with the principal centres of population?—Yes, and we have mainly confined our work to large towns. We made an experiment of opening schools in smaller places. We had two schools of that kind, one at Newton Abbot in Devonshire, and one at Weymouth, where

the fees charged were higher. We did not consider that we should make schools pay on our ordinary scale of fees in small towns, and the experiment was made of opening schools at higher fees in those small places. It has not been very successful, I think, partly owing to the fact that we chose places which were too small. Perhaps we might have done better at intermediate places. The population of Weymouth is only about 7,000. We have hitherto kept the school going at Weymouth, but we have lost money over it, and we have now decided on closing the school. The Newton Abbot school we were also obliged to abandon for the same reason, because we had not sufficient support.

1672. Will you tell me what the usual scale of fees is and what the scale of fees was at Weymouth and Newton Abbot?—The scale of fees for our ordinary schools is, for girls under 10, 3*l.* 3*s.* a term; if pupils enter before 10 and remain on in the school, they pay four guineas a term; pupils who enter between 10 and 13 pay four guineas a term, but pupils who enter after the age of 13, five guineas a term during the whole of their stay in the school.

1673. (*Mr. Cockburn.*) Are there three terms in the year?—Yes. The upshot and result of it is, that the average payment for all pupils for all expenses is a little over 15*l.* a year. That includes fees which are paid for certain extras. There are very few extras indeed, but we have extra charges for instrumental music, and for special drawing, and that brings up the cost a little. Perhaps that is about an average of something over 1*l.*, and the charge for stationery, which is 5*s.* a term—15*s.* in all—comes into that 15*l.* The average of all payments made by pupils on an average of 10 years, including those charges, is about 15*l.* 5*s.*, but if you deduct those amounts it would be under 14*l.* I perhaps should add that we have one exception. At present we have one middle school at Clapham, which we opened a good many years ago, at the time of the beginning of the company, under a special agreement with certain trustees, and therefore we are restricted by our agreement as to the fees charged. We are not allowed to regulate them ourselves. There the fee up to the age of 12 is 2*l.* 10*s.* per term, and over 12, 3*l.* As regards those exceptional schools which I mentioned, namely, Weymouth and Newton Abbot, the fees were about 18*l.* or 19*l.* a year. The exact fees for that class of school are, for pupils entering under 10, four guineas per term; for the same pupils remaining after 10, and for pupils between 10 and 13, 5*l.* 15*s.* 6*d.*; and for pupils entering above 13, originally seven guineas, and reduced to six guineas, so that the average worked out at somewhere about 18*l.*, but, as I say, that experiment is now at an end, because we are going to give up the Weymouth School.

1673*a*. (*Chairman.*) You found that the number of pupils at those towns who could pay those fees was too small to enable the school to be conducted at a profit?—My own opinion is, that it is not a matter of the fees being too high, but of the fact of there being too few pupils in those places.

1674. You did not think of trying the experiment of having a school at Newton Abbot and Weymouth on the ordinary footing?—(*Miss Gurney.*) The fee was lowered at Newton before we gave up the school, but I think the districts were too small to supply enough children even at the lower fees. We never reckoned that we could make a school self-supporting at our regular fee under, at any rate, 100 or 120 children, and we thought we should not get that number. I think those were the two difficulties: the payment of the higher fees, and the want of an adequate number of children.

1675. (*Lady Frederick Cavendish.*) There was some hope, was there not, of filling those small schools from the neighbourhood by train?—(*Mr. Stone.*) Weymouth depended a good deal on boarding pupils. We have no boarding houses under our own management at all. The schools are entirely day schools, and we attach very great importance to the fact of our providing day schools. We all consider that it is the ideal thing for a girl's education to combine home influence with the advantages of a

public school, emulation, discipline, and so on. We have allowed girls from boarding houses to come to our schools for the benefit of people who do not live in towns, but, at the same time, we have always declined to take any part in the management of them.

1676. (*Chairman.*) Are the boarding houses conducted by teachers of the school?—No, they are not, or at any rate, as a rule they are not. (*Miss Gurney.*) Occasionally they are. (*Mr. Stone.*) It is exceptional. The head mistress of the school exercises supervision over them. We have guarded ourselves in this way. We have under our regulations power to refuse to admit any pupil if we think proper, and therefore we should not admit pupils not residing with their parents, unless our head mistress was satisfied that the house in which they were living was satisfactory.

1677. (*Mr. Cockburn.*) Was the failure of those two schools you referred to in any sense due to competition?—I should think not. We did not get very well supported at Newton Abbot by, I may say, the clerical party. Perhaps I ought not to use that expression, but the head master of the grammar school at Newton Abbot and the people connected with the grammar school, did not support us very strongly.

1678. (*Chairman.*) What rule have you with regard to the number of girls to be admitted to any boarding house?—We have no rule. We decline to take any responsiblity for boarding houses at all. We thought that managing from a centre like London, we would not take that responsibility.

1679. Have you not power to say that not more than a certain number should be in the boarding houses?—No. (*Miss Gurney.*) Although we, as a council, do not take any responsibility about boarding houses, some of our head mistresses take a great deal. At Oxford, there are a large number of girls, 40 or 50, in the boarding houses, and the mistress says how many girls may come from each house, and recommends parents where they shall be placed. It is the same at Ipswich. At Norwich, the local committee have assisted us in taking supervision of the boarding houses.

1680. (*To Miss Gurney.*) You have local committees?—We have always been invited to go to the country towns, or to the cities to which we have gone, and there has always been a local committee to start the schools. Wherever it is desired, we have continued the local committees, and they have often been of great assistance to us, especially in advising our mistresses.

1681. What has been the position of the local committees. I presume they are small advisory bodies, and every act of control is done by the central authority?—Yes. They advise us as to the district, and they occasionally meet us or send a representative to us.

1682. But they are not part of what may be called the constitution of the company?—No, not necessarily. (*Mr. Stone.*) I may say that the Articles of Association of the company would not allow us to delegate our power to a local committee. We may only delegate it to committees of which members of the council form part. We have no power under the articles to delegate powers to a committee not containing certain members of our own body.

1683. (*To Mr. Stone.*) And the members of these local committees, I suppose, need not be shareholders of the company?—No, although they generally are. They are appointed by shareholders. We have given a sort of skeleton scheme for the constitution of local committees when we have been asked for it, but as a rule we have endeavoured to leave it entirely to their discretion to constitute it in any way they like. One of the things that they advise us about is, in questions of health, where there is a question of infectious disease or anything of that sort.

1684. In founding schools at any place, have you considered the existing provision of public secondary boys' schools?—(*Miss Gurney.*) I think we have done that in going to places occasionally. For instance, we were more willing to go to Shrewsbury than we should have been otherwise,

because we knew there was a very important boys' school there, but we have not found the connexion with boys' schools quite so definite as we should have expected it to be. Dulwich is an important case where the two schools go side by side, but I think that is rather exceptional. As a rule, we seem to stand rather independent of boys' schools. (*Mr. Stone.*) As regards the boys' schools, I put down a certain subject of which I should like to speak. I merely wish to say that we, in the position we hold, with reference to the girls' education, claim to hold a corresponding position to the highest class of boys' school. We consider that we with others (I do not say exclusively) do take the highest position in reference to girls' education. We claim to correspond to schools like Eton and Harrow, and schools of that sort, beginning from the top, inasmuch as there is no other class of public school which gives a higher education than we do.

1685. That is to say, you fit girls for entrance at Newnham, Girton, Somerville, Lady Margaret, and Holloway, and for the education there given, in the same way as the great public schools fit boys for the universities?—Yes, and we carefully distinguish ourselves from colleges. We do not at all profess to give a college education to girls. We have fixed the age of 20 at which girls must leave. There has been a certain tendency on the part of the head mistresses to give a very advanced education to a few able girls, but we do not wish to go into the province of colleges at all. We want ours to be schools.

TEACHING STAFF.

1686. Are the head mistresses appointed by the council?—The head mistresses are appointed by the council, and the regulations require us to advertise for candidates. We make one exception, that is to say we sometimes transfer a head mistress from one school to another without having candidates advertised for, but if we make a fresh appointment we do it by advertisement.

1687. Who appoints the assistant mistresses?—They are appointed by the council, but on the advice of the head mistresses. We very rarely initiate an appointment. The head mistress fills up a form stating her requirements, what the work is to be, what the salary is that she proposes to offer, and what are the qualifications of the candidate, or perhaps of more than one candidate. Then we consider the recommendation and adopt it or otherwise.

1688. Is the assistant mistress dismissible by the head mistress, or by the council?—By the council.

1689. But I presume after communication with the head mistress?—Yes, we should always take her advice. We bind ourselves by the regulations, to leave the internal discipline and administration in her hands, and to consult her upon every point of importance that arises in connexion with her school.

1690. But the power of dismissal rests with you?—Absolutely. The assistant mistresses enter into a form of agreement and they receive two months' notice, terminating with the term, unless they are dismissed for good cause. They are taken on probation for two terms, and sometimes for three. When their appointment is once confirmed the council only can dismiss them.

1691. What salary do you pay them?—The range of salaries is as follows:—We divide our assistant mistresses into three classes, but those are for our own guidance and information. We do not formally tell an assistant mistress that she is placed in a particular class, but in our own office, and for our own guidance we keep them in classes. We have juniors, and probationers, and so on, who are at exceptional salaries. As to the regular classified teachers the salary of the third class commences at 70*l.* and is almost invariably increased every year till it reaches 95*l.*, and in some exceptional cases 100*l.*. The salary of the second class ranges from 95*l.* to 135*l.* There the increments are not so regularly established; they are made commonly about every other year, but they are not considered as a matter of course. The first class ranges from 135*l.* to 200*l.* on

the same arrangement, and we have also occasionally a person who is called senior assistant mistress who receives 250*l.*, but we have none of those just at present in our service, and therefore the maximum generally is 200*l.*

1692. That is for an assistant mistress?—Yes. As a rule an assistant mistress is not transferred from one class to another; it is only by special recommendation of the head mistress, so a person who is put into the third class is supposed to do a different kind of work from the others and not to be necessarily promoted; but promotion frequently takes place from the second class to the first, and not perhaps so often from the third to the second. We have every year a confidential report from our head mistresses as to all their teachers, stating their opinion as to their services, as to increase of salary, and promotion. That is carefully gone through by the committee, and they finally decide the matter.

1693. But as a rule a mistress enters in one particular class, and remains in it, being placed in that I suppose in respect of the educational qualifications and the teaching ability she is able to prove?—Yes. (*Miss Gurney.*) She does not always enter at the beginning of the class. She may enter anywhere.

1694. (*Mrs. Sidgwick.*) Do they ever enter in the first class?—(*Mr. Stone.*) Well very rarely. I do not think it is common at all. (*Miss Gurney.*) Because experience would be required.

1695. (*Mrs. Bryant.*) Then the 135*l.* is not an initial salary, is it?—(*Miss Gurney.*) It may be an initial salary at the head of the second class. The same salary is given at the head of the second class as at the beginning of the first.

1696. (*Chairman to Mr. Stone.*) What is the salary of the head mistress?—The head mistress receives a fixed salary of 250*l.* She has a capitation grant of 1*l.* 10*s.* 0*d.* per pupil between the numbers of 100 and 200. Below 100 she gets only her fixed salary. From 200 to 300 pupils she gets a capitation grant of 2*l.*, and from 300 to 400 1*l.* per pupil, so that the maximum salary is 700*l.* That was arranged when it was thought that 400 would be the extreme limit. We have now schools of over 400, and the head mistress is allowed to have a little more than that, but 700*l.* is practically the working maximum. Then, besides this, another advantage which is given to our mistresses is a provident fund. We have a provident fund arranged on an elastic system, that is to say, every mistress may contribute any amount she likes, large or small, to the provident fund, and for all the money that she contributes she receives 4*l.* per cent. interest. The money is invested in the names of trustees, who are independent of the council. They take care of the money and invest it. Also each assistant mistress receives a bonus upon her contributions each year of 20*l.* per cent. up to a certain point. But that is limited. That bonus can never exceed 5*l.* in any one year. The bonus and also anything which might be necessary to make up the 4*l.* per cent. interest, if the investment did not yield as much, is contributed by the shareholders out of the annual profits. (*Miss Gurney.*) The head mistresses do not receive the bonus. (*Mr. Stone.*) The head mistresses may put in money to this fund and receive 4*l.* per cent. interest, but they get no bonus.

1697. (*Mrs. Sidgwick.*) What proportion of mistresses are in the third class?—The numbers are these: 35 in the first class; 183 in the second; and 101 in the third.

1698. (*Mr. Lytteltpn.*) Is it compulsory upon the teachers to invest in this fund?—No, it is purely voluntary. They may put as much or as little as they like. When they leave, under whatever circumstances, either dismissal or otherwise, they have the whole of the amount which stands to their credit as if it were in the Post Office Savings Bank. On the other hand, as a matter of form, they are not allowed to withdraw anything without the permission of the council. That rule is put in for their protection, because we think mistresses are subject to claims upon them, and sometimes are led to take out their money when it is better that they should keep it

in. Therefore we make them go through this ceremony of asking for the money, and stating their reasons. We do not refuse permission if it is pressed, but we persuade them not to take it out.

1699. (*Mrs. Sidgwick.*) What are the qualifications of the mistresses in the third class?—I do not know that I can give a definite answer to that. There is no rule laid down.

1700. On what principle do you place mistresses in the third class?—(*Miss Gurney.*) Want of experience or of certificates.

1701. Then can she get on into other classes?—She can with a recommendation from the headmistress.

1702. Does a third class act as a kind of apprenticeship in some cases?—In some cases; but in a great many cases mistresses remain in the third class when they have no higher education.

1703. What work do they do in the school?—They teach the simpler subjects.

1704. They have senior local certificates, or something of that kind?—They would have the higher local certificate or something of that kind.

1705. Generally the higher local certificate?—Yes. (*Mr. Stone.*) The special salary of 100*l.* which I mentioned for the first class is given on certain conditions where a mistress has been a certain time in that class, and there has been a special report made with regard to her. Then she has the option of taking 100*l.*, which is regarded as a permanent salary, or if she likes she leaves.

1706. (*Lady Frederick Cavendish.*) And is it not true that a number of the third class mistresses are first rate at their own work, but they cannot go higher?—(*Miss Gurney.*) Yes.

1707. (*Mrs. Sidgwick.*) What are the qualifications of those in the second class?—They usually have taken a London University degree, or the Tripos at Cambridge.

1708. (*Chairman.*) Can you tell me what proportion of the assistant mistresses have been educated at any one of five colleges I have mentioned?—Nearly all of them now. In the beginning, when we first established the schools, there was a small proportion, but now nearly all come from some college.

1709. I specified five colleges, but perhaps you can add some others. I specified Girton, Newnham, Somerville, Lady Margaret, and Holloway?—A great many would come from Bedford College, London.

1710. I ought to have mentioned Bedford College, for it stands high in the first rank?—And some of the third class mistresses would come from the special training colleges—the Maria Grey and the Cambridge Training Colleges.

1711. (*Mr. Lyttelton.*) The Training College certificate you would regard as only worth a third class assistant mistress-ship?—Alone, certainly we should.

1712. (*Chairman.*) The head mistresses, I presume, at any rate the later appointed among the head mistresses, have all probably come from one or the other of these colleges?—(*Mr. Stone.*) No, I do not think we can say that.

1713. Of course the earlier ones would not. I thought the later ones would?—(*Miss Gurney.*) I think most of the later ones have come from Cambridge or Oxford.

1714. (*Mrs. Sidgwick.*) Would you ever appoint in the third class a person who had taken a full university course?—Never voluntarily. A mistress may come as a supply for a short time, but we should not think of appointing anyone who had taken a full course as a third class mistress. We have mistresses who have passed through our own course as scholars who have been to Cambridge, and who have now become head mistresses.

1715. (*Chairman.*) Do the salaries you have mentioned include all that is received by mistresses, or is residence in any case provided?—(*Mr. Stone.*) No, very seldom. Now and then a head mistress has a residence, and if so she generally pays a rent for it, but those are exceptional cases. The assistant mistresses never have.

1716. (*Mrs. Sidgwick.*) Do you consider the combination of special training degrees or of higher local certificates more valuable? Would you give a larger salary to women who had both?—(*Miss Gurney.*) I should think so decidedly. That would be taken into account. We always have communication with the head mistresses and they recommend the salary.

1717. And also, of course, the degree would be taken into account?——Yes.

1718. I mean the excellence of the degree?—Yes. (*Mr. Stone.*) The head mistress practically comes to an agreement with the teacher before she is recommended. We understand that she is willing to come at the salary that is offered. The head mistress ascertains that.

1719. (*Lady Frederick Cavendish.*) Is there any considerable loss from non-payment of fees?—We have very small arrears indeed. They are paid up with very great regularity. Out of 100,000*l.* which we receive in a year the arrears at any time are perhaps 100*l.* or 200*l.* It is very small.

INSPECTION AND EXAMINATION.

1720. (*Chairman.*) What is the system of examination at the schools?—Nearly all the schools are examined by the Oxford and Cambridge Schools Examination Board. In the case of the Clapham Middle School we appoint a special examiner, and in the case of new schools before they are sufficiently advanced to be examined by the Oxford and Cambridge Board. I wish to say that the memorandum of association, which is a document that cannot be altered, binds us to appoint examiners independent of the council. We are required to do that.

1721. I presume you have found it not worth while to have the examiners of the joint board, except when the school has reached a considerable number of pupils?—We do not go by the number of pupils, but by the age of the school. When we open a fresh school, we find that the girls are imperfectly educated, and it takes two or three years before there is sufficient progress made to have an examination of that kind. I may say that the examination as regards the upper part of the school is on paper, and we form a rota of subjects which are taken in successive years. We do not examine in every subject every year; but every year nearly the whole of the school is examined on paper in arithmetic, and all except the upper form are examined *vivâ voce*. All that is done by the Oxford and Cambridge Board.

1722. Does the Oxford and Cambridge Board examine your school at York?—Yes, we try to get as many scholars as possible to take papers for the purpose of saving expense, but they send papers and they send a *vivâ voce* examiner. Then beside that, musical examinations are conducted by Mr. Farmer, the organist at Baliol College, who has organised a music school of his own, and who generally regulates the musical instruction in our schools. The drawing is examined by Mr. Ablet. He is giving instruction and lectures to many of our teachers. Then in addition to those examinations, we have a system of inspection. We employ two gentlemen whom we send round periodically to the schools. As a rule one of them visits each school once in three years. They do not conduct any kind of examination at all, but the examination tests the result, and the inspector, if I may express it so, observes the working of the machinery, and he is instructed to make a confidential report to the council of everything he sees. The head mistress is told exactly what his position is. He has no power or authority over the head mistress at all, but he has full power to get information. He spends some days at the schools, sees the time tables, and so on, and makes a full report about the general management of the school, the condition of the premises, and the qualifications

of the different teachers. He is authorised and requested to make suggestions to the head mistress as to any matters which he thinks require alteration, and generally confer with her, but he has no power to order anything.

1723. Who are the inspectors?—One of them is Mr. Jowitt, the late headmaster of the Cowper Street School, and the other is Mr. Kitchener. We find that the head mistresses are very willing to have this inspection. We have never found any difficulties arise. Occasionally, when a special matter arises which makes us think it desirable, we send an inspector especially down.

1724. (*Mr. Sadler.*) And do you find as a rule that the result of the inspections is to give very valuable information?—They give very valuable information indeed to the council. If there are any matters requiring comment, we ask the head mistresses to see us after inspection. (*Miss Gurney.*) The head mistresses often thank us for sending the inspectors. They like to confer with them, so the inspection is in that way an advantage.

1725. (*Dr. Fairbairn to Mr. Stone.*) You have already explained with regard to the lodging or boarding houses. Will you also explain what regulations you have for the conduct of girls out of school, or on the way to it?—That is left entirely in the discretion of the head mistress. The head mistress has, as I say, under the regulations, full control of the discipline of the school, and it rests with her to exercise her discretion as to how far she shall interfere with them when they are out of the school. As a rule, when they have left the playground, she is not responsible, but at the same time, if she heard of any disorderly conduct, she would deal with the girls accordingly. We consider that the parent is responsible for the girl till she is delivered at our door. (*Miss Gurney.*) Some regulation might be made sometimes by the head mistress, and that would fall under her discretion. As Mr. Stone says, in some cases the head mistresses do consider it necessary. (*Mr. Stone.*) We have occasionally had a little question on that point, but we prefer not to interfere. We leave it as much as possible to the head mistresses. Now I want to call the attention of the Commission to the fact that we have a very large amount of capital involved in our schools. What I want to say is that we have been obliged to make this so far a commercial undertaking, although it was originally started purely for educational purposes. We have been obliged to make it a commercial concern because the conduct of the schools has been found to require a very large expenditure. I think it was probably originally supposed that a good deal could be done in the way of hiring buildings for schools, but we have found more and more that that is not satisfactory. We have often laid out a large sum of money in improving buildings which we have hired, and have then been obliged to abandon them, and we can only get a satisfactory school building by putting it up ourselves. That involves large expenditure. We have spent 250,000*l.* upon buildings, and in order to do that we have been obliged to raise some money in a business way. We have, therefore, so worked the system as to pay a regular dividend to our shareholders, and we have paid for many years 5 per cent. That has provided between a third and a half of the money, but a considerable portion has been also added to capital or taken off capital expenditure out of the surplus profits of each year. We have never divided more than 5 per cent. FINANCE.

1726. (*Chairman.*) Have you carried that to reserve fund?—Not in form. We have written it off capital expenditure in the shape of depreciation. But we have also raised a large sum of money, approaching 100,000*l.*, on mortgage of our various buildings, so that we have now approaching 100,000*l.* of share capital and 100,000*l.* borrowed on mortgage involved in our undertaking.

1727. Have you issued debentures for that?—No, they are not debentures. In the first place I think we raised the money at a lower rate on mortgage than we could have done by debentures. We have got it at 4½ and 4¼ per cent., and it would have been difficult to issue debentures at all, certainly, under 6 per cent. When you issue debentures you are so very

much hampered in dealing with your property if the property is all pledged to debenture holders. Where we have had to abandon buildings and make alterations, and so on, we have been much more free by this system of managing. That is what led to it. As regards dividend, although we have paid 5 per cent., which is a good dividend, perhaps, it must be remembered that that is precarious after all. It has not been at all a certain thing; it has depended upon the earnings and success of the company, and also it is a small thing as compared with our total expenditure and income. Our gross receipts are 168,000*l.* a year. The dividend absorbs about 4,000*l.*, which is only 4 per cent. of the gross receipts, consequently the giving up of a dividend, or the reducing it to 4 or 3 per cent. would make extremely little difference to the sum available for the expenses of the school. Also the central management only employs about 2,200*l.*, say, perhaps, 2 per cent., or something of that sort, of the gross receipts. Those two items, therefore, are comparatively very small indeed, and very nearly the whole of our receipts are spent upon the schools.

1728. (*Mr. Cockburn.*) How do you deal with the debit balance of capital?—It is represented partly by reserve fund. We have a reserve fund, not a very large one, which is allowed by the articles of association, and it is expressed to be for the purpose of equalising dividend. We have scarcely ever used it for that purpose. We have that as a security as against a deficit of capital. We have also a certain amount of uncalled capital which we could call up, and in that way we could write off that deficit if it were required. The reason we keep it in that way is this: We receive our fees in advance at the beginning of the term, and we pay salaries at the end of the term, and therefore during a considerable part of the year we have a large amount of money in hand. Consequently it is not necessarily or financially a good arrangement to provide that deficit in cash. It is done for financial reasons.

1729. Are your shares quoted in the market, and if so at what?—They are not quoted, for the reason that, as the expression is used on the Stock Exchange, the tap is always open. Any person can come to the office and get a share at par by taking a new share. Therefore there cannot be any speculation in shares. That being so, the Stock Exchange will not have it, because they cannot deal with it.

1730. Therefore your shares are obtainable at par?—Yes, that is if you wanted to take one. The secretary keeps a sort of list of persons who wish to sell their shares, and he says he can dispose of the 5*l.* shares at 4*l.* 15*s.* 0*d.*, but there is no Stock Exchange quotation, and we could not get one if we wished, for the reason I have told you. But we consider it an advantage that there should be no speculation in our shares. (*Miss Gurney.*) May I be allowed to say a word about the origin of the company. The schools of the Girls' Public Day School Company were the result of the report of the last Commission on Secondary Education. After this report, the higher education of girls was discussed at the Social Science Meeting at Leeds, in October 1871, when a National Union was formed, under the presidency of Mrs. William Grey, for improving the education of women. A leading object of this union was to establish day schools for girls for all classes above elementary. The formation of a shareholding company was found to be the only means of obtaining the necessary funds. Our company was founded in 1872, and was inaugurated by an influential meeting in Albert Hall, when it was expressly stated that the schools it was proposed to open would be public schools; that there would be no exclusion of any class or creed, and that they would be day schools. Bishop Fraser, whilst then advocating the claims of girls, said, "It would be an illusion to "suppose that the children of fashionable parents would be found sitting "with the daughters of their grocers and bakers." This illusion has practically become a reality in our schools, and there has been no distinction of class. The Chairman asked a question with respect to the number who go on to college. I find that from one school alone 100 girls have already gone to college.

1731. (*Chairman.*) By college you mean one of those six colleges that have I mentioned?—Yes, including Bedford College. I should like also to say with regard to the Joint Board examination that we took the highest place of the girls' schools in the country last year; 15 girls from Sheffield and 10 from Wimbledon and 10 from Oxford took higher certificates. We reckon practically that we take the same position in the country as Cheltenham Ladies' College and the North London Collegiate School for Girls.

1732. (*Mr. Sadler.*) Are the assistant teachers in your schools direct represented on the council?—No.

Adjourned to Tuesday, 22nd May, at 11 o'clock.

SEVENTH DAY.

At Westminster Hall, Tuesday, 22nd May 1894

PRESENT:

THE RIGHT HON. JAMES BRYCE, M.P., IN THE CHAIR.

The Right Hon. Sir J. T. HIBBERT, K.C.B., M.P.
The Hon. and Rev. EDWARD LYTTELTON, M.A.
Sir HENRY E. ROSCOE, M.P., D.C.L.
The Rev. A. M. FAIRBAIRN, D.D.
Mr. RICHARD C. JEBB, M.P.
Mr. RICHARD WORMELL, D.Sc.
Mr. M. E. SADLER, M.A.
Mr. H. LLEWELLYN SMITH, M.A.
Mr. GEORGE J. COCKBURN.
Mr. J. H. YOXALL.
The Lady FREDERICK CAVENDISH.
Mrs. BRYANT, D.Sc.
Mrs. HENRY SIDGWICK.

The Hon. WILLIAM N. BRUCE, *Secretary.*

Rev. A. R. VARDY and Miss A. J. COOPER called in and examined.

1733. (*Chairman to Mr. Vardy.*) You are headmaster of King Edward's School in Birmingham?—Yes, I am.

1734. (*To Miss Cooper.*) You are headmistress of the Edgbaston High School for Girls?—Yes.

1735. How long have you been headmistress there?—Since September 1876.

1736. (*To Mr. Vardy.*) How long have you been headmaster of King Edward's School?—Twenty-one years.

1737. Before then you were in the City of London School?—I was an assistant master in the City of London School.

1738. Was that in the days of Dr. Abbott?—Yes. I was seven years under Dr. Abbott and one year under his predecessor, Dr. Mortimer.

1739. Has your practical experience as a teacher been confined to day schools?—Yes, entirely.

ORGANISATION OF SCHOOLS. KING EDWARD THE SIXTH'S FOUNDATION.

1740. Would you give us shortly a general view of the position of King Edward's School and the subsidiary schools which are organised in connexion with it?—The schools of the Foundation consist of a high school for boys with about 450 pupils, and a high school for girls with 250; three grammar schools for boys with a total number of pupils of 950, or from that to 1,000, and four grammar schools for girls, with a total of about 800 pupils. I have here copies of printed statistics of the number of pupils in the schools, and perhaps I had better give the exact numbers. In 1893 there were in the Boys' High School, 426; in the Girls' High School, 258; in the boys' grammar schools, 944; and in the girls' grammar schools, 813—making a total of 2,441. Now there are about 60 more than that, 2,504. (*See Appendix No.* 1.)

1741. All those schools which you have described are intended solely for Birmingham and its suburbs, are they not?—Yes.

1742. And no attempt is made to attract pupils from other quarters?—No.

1743. I presume a considerable number of pupils do come from some distance by train?—Our area is about 10 miles from the Birmingham Town Hall. That takes in a very large population of the Black Country—it goes nearly to Wolverhampton and takes in Walsall, Dudley, Tipton, Wednesbury, and a number of large townships, as they may be called, in the Black Country.

1744. And also, I presume, it takes in Aston?—Yes, it takes in all that district, and on the Warwickshire side and on the Worcestershire side a considerable country district, too. We have a large number of pupils who come backwards and forwards by train.

1745. When you say that 10 miles is your area, do you mean that any distinction is made between pupils within and pupils without that area?—Yes. So long as there is a sufficient number of candidates within the area to fill up the schools we are not allowed to take any from outside. Those within that area have a preference, and as a matter of fact it is a very rare thing indeed to admit any pupils outside that area.

1746. Have you applications from outside the area?—Yes, sometimes, but of course it is pretty well known now in the neighbourhood that there is that restriction, and persons do not apply.

1747. I presume there are no arrangements of any importance for the admission of boarders?—No. The governors have a right to license boarding houses under the scheme, and they have licensed four or five private houses where ladies have applied that they may have their houses licensed for the admission of pupils attending the schools, but the houses are small, and I doubt whether at the present time there are a dozen boarders in all our schools.

1748. Your schools are organised, I presume, with a view to provide for different classes of scholars coming between those who attend the elementary schools on the one hand, and university education on the other?—Yes, we have schools of two grades. Originally, under the scheme of the Endowed Schools Commissioners passed in 1878, we had schools of three grades, but five years' experience showed that there was not room for three grades of schools between the primary schools and the university. We called our schools then the High School, the Middle School, and the Lower Middle Schools. But we found that the Lower Middle Schools, which gave an education terminating at 14, were overlapped by the primary schools, and that in their turn they overlapped our own middle school. So in 1883 we abolished the Middle and Lower Middle Schools, and created some new schools with the fee of the old lower middle schools, but with the curriculum of the old middle school. We call those grammar schools. We dropped the names "Middle" and "Lower Middle," because we found that even persons interested in education would

persist in interpolating the word "class," and call them Middle Class Schools and Lower Middle Class Schools. So we have now these seven grammar schools, as we call them, four for girls and three for boys, giving an education which terminates at 16 or thereabouts, and at the fee of 3*l.* per annum. The High School for Boys and the High School for Girls give an education terminating at 19 or thereabouts. The fee at the Boys' High School is 12*l.* per annum, and at the Girls' High School 9*l.*

COST OF EDUCATION.

1749. May I ask why there is a difference in the fee made between boys and girls?—Originally the fee of both schools was 9*l.*, but the education given in the boys' school is a good deal more expensive than that given in the girls' school. The governors were anxious slightly to increase the funds of the foundation, and they thought that the fee-paying pupils in the Boys' High School ought to pay rather more than those in the Girls' High School.

1750. Is it more expensive because you are obliged to pay higher salaries to men teachers than to women teachers?—Yes, that is so, as the schools are organised now. At present the Boys' High School is not quite full. A large amount of space was recently set free for it, and the numbers are gradually rising to fill that space. The Girls' High School is not full, because it is housed in a temporary building which will not receive the full number for which the school is intended, but when those schools and the grammar schools are all complete, as the governors hope to complete them in a few years' time, it is estimated that the cost to the foundation of the fee-paying pupils in all the schools will be the same. That is to say, that the excess of the cost of a boy's education in the high school above the fee that he pays will be the same as the excess of the cost of a girl's education in the high school above the fee that she pays, and again the same as the excess of the cost of the fee-paying pupils' education in the grammar schools above the fee that they pay.—(*Miss Cooper.*) There is one point that has been raised a good deal in discussion by head mistresses, and that is as to the relative cost of boys' and girls' education. The question of the payment of men and women teachers partly explains it, but we think there is another explanation that ought to be given, and that is that in the material equipment of a school boys are more generously dealt with than girls, and especially is that the case with the science teaching. We feel that a good many of the calculations that are based on the relative present cost of boys' and girls' education will have to be modified if we improve and strengthen our plan of science teaching in girls' schools. That is not only an opinion of my own, but it is the opinion of many head mistresses, and it has especially arisen with regard to some statistics that have been given as to the relative cost of boys' and girls' schools. I do not know whether Mr. Vardy would at all feel that in arranging the work of the Girls' High School in Birmingham, the science teaching in the girls' school has not been as efficiently equipped as it has been in the boys' school, but it appears to me possible.

1751. Another point in connexion with that, is the following,—It used to be said that the accomplishments taught in girls' schools were unusually costly in respect to the fancy price that had to be paid to the teachers of those accomplishments. I gather from what you and Mr. Vardy have said that that is not a difficulty that has been found to increase the cost of girls' education in those schools?—No, because what may be called fancy subjects, or the luxuries of education, are often treated as extra subjects, and paid for as such. Two points arise which I think want careful consideration. First, whether the present remuneration should continue or not, and secondly whether the increased amount for boys' education is due to something which girls ought to have and have not.

1752. (*Sir John Hibbert.*) Is not the science teaching fixed by the governing body rather than by Mr. Vardy? I understood you to refer to Mr. Vardy. Is it not fixed by the governing body?—(*Mr. Vardy.*) Certainly. Of course the governing body are advised by the head masters and head mistresses of the schools.

1753. (*Chairman.*) With regard to what are called the luxuries of education, have you found that the charge of supplying the best teachers of music and drawing and so on has not tended to run up the price of girls' education to a higher fee in respect of those subjects than boys. I say this on the assumption that boys do not so generally take up those very costly subjects?—We have no teaching at all in instrumental music. That simplifies the question very much. As regards vocal music I think the teaching of the boys is quite as good as that of the girls.

1754. And as costly?—And as costly; and as regards the art teaching and the science teaching, I think the two sets of schools stand on very nearly the same footing.

1755. Reverting to your previous observation, I understand you are prepared to give what you think is the cost price of the education given to each class of scholars, and the difference between the cost price and the price you charge is what you take out of the endowment?—Yes.

1756. Can you tell us what you take to be the cost price of the high school education for boys and girls respectively?—I do not know that I can do better than refer the Commissioners to the figures given in "Studies in Secondary Education." There the cost of education in the Boys' High School is given at, I think, 28*l.* per annum.

1757. For Birmingham?—Yes. In the Girls' High School it is given at 20*l.*; in the grammar schools for boys at 10 guineas; and in the grammar schools for girls at 8*l.*

1758. That shows a very great difference in the case of the grammar schools, because I understand your fee is 3*l.*?—Yes.

1759. Then in fact for every grammar school boy you take 7*l.* 10*s.* out of the endowment?—Yes, and for every high school boy we take 16*l.* out of the endowment, and for every high school girl 11*l.* But then as the numbers in the Boys' High School and in the Girls' High School increase (and they have increased considerably since that time) the average cost will diminish. The new masters and new mistresses that are required for the increased number are less expensive. That is to say, we have already the most costly masters and mistresses.

1760. Assuming your endowment to be a fixed quantity, should you say that the policy which is now followed of providing for a limited number at a low fee is better than the alternative policy that may be suggested of somewhat raising the fee if a larger number would come in at a somewhat higher fee?—I think the fees are probably as large or nearly as large as is desirable, considering the history of education in Birmingham. It must be remembered that until 1878 all the schools of the foundation were absolutely free, and there was a very great objection on the part of many of the inhabitants to the payment of fees at all.

1761. Do you take it that there are many scholars of the class that your grammar schools provide for in Birmingham who would come at a 3*l.* fee, and whom you are not able to provide for?—I think there are a good many, but I think that number is less than it was since the institution of the higher grade board schools in Birmingham. We have found, as a matter of fact, that since the establishment of a school which is known as the Waverley Road Seventh Standard School the pressure upon our grammar schools in that neighbourhood has diminished.

1762. I will come to that presently, but I want to ask you whether I rightly understood you to mean that the raising of the fee from 3*l.* to 4*l.*, which was the figure, I think, suggested by the Schools Inquiry Commission as the normal fee for a school of that class, would probably rather diminish the number of attendants in your normal schools?—I think it would make the schools distinctly less accessible to the lower middle class.

1763. But that would probably be owing to the competition which you have just referred to, of the higher grade elementary schools?—No, I think the lower middle class would be less able to pay the 4*l.* fee.

1764. What do you mean by less able?—Less able than they are to pay the 3*l.* fee.

1765. Do you think they would be less able to pay it than they were in 1868, when the 4*l.* was taken by the Schools Inquiry Commission as their figure?—I could not say that.

1766. At any rate you are satisfied that the raising of the fee would not enable you to grapple with a larger number of boys?—Not to any great extent.

1767. Would those remarks apply also to girls?—Yes.

1768. Are the higher grade elementary schools for girls filling the same place as the higher grade elementary schools for boys?—Yes; and our experience has been that since the opening of this particular school we have had in the grammar schools nearest to that site rather a smaller number of birds of passage from the board schools. The children who have come to our Camp Hill Grammar School since the Waverley Road Board School has been opened have been fewer in number, but they have stayed longer.

PASSAGE OF SCHOLARS FROM ELEMENTARY SCHOOLS INTO SCHOOLS OF THE FOUNDATION.

1769. Do you mean by "birds of passage" children who, having been through the elementary schools, came for a year or two to a secondary school?—Yes, sometimes only for a term or two.

1770 What are the fees that the higher grade elementary schools charge?—They are free.

1771. Entirely free?—Entirely free, in the case of the Birmingham Board Schools.

1772. Do you mean for boys out of the Seventh Standard?—Yes, boys and girls.

1773. How is that?—All the Birmingham School Board schools are free.

1774. But that is due to the special circumstances of Birmingham, is it not?—Yes, possibly.

1775. So that the phenomena you are describing with regard to the relations of the secondary and the elementary schools are exceptional?—Yes. I think the whole position of Birmingham as regards education is, in many respects, exceptional.

1776. What, in your view, are the results of this overlapping, so to speak, of the higher grade elementary and the secondary schools?—I think it is a boon in Birmingham, distinctly. I think the School Board is now providing an education which is more directly a continuation of their previous education for pupils who can only remain for a year or a couple of years after they have passed the Sixth Standard.

1777. Do you mean you think it is better for them to go on in the higher grade elementary schools than it would be to go for a year or two to the grammar schools?—Yes, quite so.

1778. Why do you think so?—Because when they had to pass to the grammar schools it took them a little time before they settled into the new curriculum, and they had to leave school before they had fully benefited by the advantages which the school offered.

1779. But suppose, instead of leaving the elementary school at 13 or 14, they had left it at 11 or 12, their parents already then knowing that they could remain in the secondary school till 15, would that have been better or worse for them?—We have always had a large number of pupils passing on at the earlier age, and these, I hope, we shall still retain. The opening of this higher grade board school has relieved us of those who would not come to us till the age of 14 or 15. It has not checked the flow of those who come at the lower age.

1780. Why should not those who remain at the elementary school for a year and a half or two years after they have passed the Sixth Standard,

have been added to the number of those who leave the elementary school at 11 or 12 and come to the secondary school for three or four years?—Formerly they did so come.

1781. Why do they not do so now?—Because they get now in this higher grade school an education which is more directly a continuation of their previous education.

1782. I understand that, but if they had come on they would then have had time to be absorbed in this secondary school to 15 or 16 years of age, would they not?—Yes.

1783. And what, on the whole, would have been the comparative results on their future in life of one plan and the other?—I suppose that the higher grade school gives them an education which is rather more fitted for crafts; it is less literary. I am not quite sure whether I have made the position of affairs quite clear to the Commission. I think that we did draw formerly, and that we still draw, the children of most promise from the board schools.

1784. At what age?—At an average age of 11.

1785. How do you draw them?—They are attracted from the board schools to our schools.

1786. Do you mean having, at that age, already got into a high standard?—Yes, the average age of admission to our grammar schools is just over 11, and the average standard of pupils who come from primary schools is, for foundation scholars, just over the Sixth Standard, and, for fee-paying scholars, just over the Fifth.

1787. Can you tell me what proportion of the scholars in your grammar schools have been at the elementary schools?—You will find that in the printed statistics. It will be seen that the proportion is very large. 62·6 per cent. of all the pupils admitted to the boys' grammar schools come direct from primary schools, and over 50 per cent. of the pupils admitted to the girls' grammar schools come direct from primary schools.

1788. But it is still not quite clear to me why when so large a proportion come from the elementary schools, a large number of those who now remain in the elementary schools altogether, being of the same class with those that come to you, should not come on to you instead of spending a year or two after they have passed the Sixth Standard at the elementary school?—For this reason, I think. Parents in Birmingham are getting to understand rather better the position of affairs. I think too in some cases cases the board school masters and mistresses advise the parents. Take the case of a boy of 13 who has passed the Sixth Standard or even the Seventh Standard. The master will probably say, "If you send this boy "to one of the grammar schools he will have to begin Latin, of which he "knows nothing, and he will not make any very great progress in it in "the course of a year. Then there will be some expense in the matter of "books. Unless you can let him stay till the age of 16 it would be very "much better for him to pass on to our higher grade school under the "Board."

1789. And then, of course, you will add to that that he will pay nothing while he remains there, and, unless he is a foundationer, he will pay a fee of 3*l.* at the grammar school?—Yes.

1790. I presume that is a remark that will be made to a boy when he has passed the Sixth Standard?—Yes.

1791. And it will not have occurred to a parent to ask the question when the boy is 11 years old and is passing the Sixth Standard?—Well, a boy who at 11 was in the Fifth or Sixth Standard would, I think, very likely be advised to go on to a grammar school.

1792. Every boy in a grammar school must learn Latin?—There is one class in two of the boys' grammar schools in which Latin is not taught. In one of the grammar schools it is taught all through. But the amount of time given to Latin is, of course, not very great in those schools.

1793. And no Greek is taught?—No Greek is taught at all.

1794. Are there any additional qualifications that you wish to make to those remarks with regard to the case of girls?—No, I think not. Of course very little Latin is taught in the girls' grammar schools. Latin is taught in the higher classes. In all the grammar schools German is taught in the higher classes, and French is taught in all the schools.

1795. (*Sir John Hibbert.*) With respect to the recommendation of the teachers to children who have passed out of the Sixth Standard to go to the higher grade board school, would that apply equally to all parts of Birmingham, or would it apply more to the neighbourhood in which the higher grade schools are situated?—At present the board has two of these higher grade schools and they affect two of our grammar schools. They are both in the neighbourhood of grammar schools. As regards our third grammar school for boys, which is at Aston, there is a higher grade school under the Aston School Board in that neighbourhood, but I do not think our school is affected by it.

1796. Then it does not apply equally all over Birmingham?—No, not at present, but I believe the Birmingham School Board is desirous of increasing the number of higher grade schools.

1797. How long have the higher grade schools been established?—The Waverley Road Board School was opened, if I rightly remember, about 18 months ago.

1798. Was that the first one?—No, the Bridge Street Seventh Standard School was opened a considerable time ago. I have not the exact date, but it must have been in operation for eight or nine years. It is a school which Mr. George Dixon equipped at his own expense.—(*Miss Cooper.*) I think it was open in 1883.

1799. (*To Mr. Vardy.*) With respect to the area of 10 miles from the Town Hall, are you able to state at all what number of pupils come into your schools from outside the municipal area?—No, I could not say that. It would require a very careful analysis of our address lists.

1800. You do not take any notice of that at all?—We do not take any notice of that at all. So long as they are within the 10-mile radius we make no further inquiry.

1801. Do you know why 10 miles was fixed as the distance?—No, I do not.

1802. Was there anything about it under the old scheme?—No, it has nothing to do with the old scheme. Under the old scheme admission to the school was free to children living in the parish of Birmingham, or adjoining parishes—that is the parishes that touch the parish of Birmingham.

1803. In the boys' grammar schools and the girls' grammar schools do you give any scientific instruction?—Yes, in all of them.

1804. (*Sir Henry Roscoe to Miss Cooper.*) With regard to what Mr. Vardy said about the expense of science teaching for girls, I presume first of all, that it is the practical teaching he referred to, which is more expensive?—Yes, the equipment generally. The science teaching has not yet been sufficiently developed in girls' schools for us to make the demand upon the capital fund that will have to be made in the course of a few years.

1805. (*To Mr. Vardy.*) Would it be possible, as in the case of higher grade schools, that they should be open for practical science indiscriminately to boys and girls. It seems sometimes a great waste of power to have laboratories and apparatus doubled in the case of schools. Have you any evidence with regard to the possibility of working those subjects with boys and girls' mixed classes?—I have no experience at all. We have never tried mixed classes, and as regards our high schools, and indeed our grammar schools, I do not think it would be possible. Our laboratories are in full use all through the day.

1806. (*To Miss Cooper.*) Have you any remarks to make upon that point?—I think it would be only in a school where the two schools were adjoining, so that part of the building would be accessible from both sides. I do not think it could be done in mixed classes. It should be noticed that in the higher grade board schools that have been spoken of, one of them is for boys alone, and the later one is for boys and girls. I may also say that with regard to the science teaching under the School Board, some of the laboratories and some apparatus are shared, but the classes are not mixed. They share a teacher also.

1807. (*Mr. Llewellyn Smith to Mr. Vardy.*) With regard to the diminution of the pressure upon admission to some of the grammar schools due to the organisation of higher grade schools by the Birmingham School Board, I suppose the diminution would chiefly be among the fee-payers, and not the foundationers?—I think it is all round, but really I think we ought not to lay too much stress upon it. The opening of the Waverley Road Board School is quite recent, but the head master, and the head mistress of our Camp Hill Schools, which are the nearest, tell me that on the whole they think that, so far from doing any harm to their school, it is doing good. It is relieving them from the presence of some pupils who would not in any case have remained very long.

1808. At the bottom of this table that you have handed in, I see that a per-centage of 62·6 come from the primary schools. With regard to the remainder, could you tell me whether the greater number of them receive their education wholly at the schools of the foundation, or do these schools act as continuation schools to other schools than primary schools?—As regards the 38 per cent., most of them come from private schools.

1809. At what age?—The average for all of them is 11.

1810. So that the early stages are taken in some other schools?—Yes. We give no direct primary education in the grammar schools.

1811. What is the lowest limit of age?—Eight.

1812. (*Mrs. Bryant.*) How many children are there in the schools under 11 years of age. I ask that with a view to elucidating the question of how many there are who are receiving elementary education?—I could not answer the question, but I could give you some idea of the number of pupils admitted under 11, and that might be of some help. In the year 1892, 5 boys and 5 girls were admitted to the grammar schools at the age of 8; 25 boys and 27 girls were admitted at the age of 9; 61 boys and 42 girls were admitted at the age of 10. Then follow the higher ages.

1813. (*Mr. Llewellyn Smith.*) Could you give us the number at the age of 11?—93 boys and 74 girls; at 12, there were 80 boys and 50 girls; at 13, 39 boys and 43 girls; at 14, 8 boys and 10 girls; and 4 girls were above 15. I examined the statistics of a good many years, and I find that the average age is about 11 in the grammar schools. The average age of admission to the high school is between 12 and 13. Of course a pupil would not get in at the age of 8, unless he or she was rather forward at that age.

1814. (*Lady Frederick Cavendish.*) Very forward?—Well, I do not know about very forward. We give 100 marks for good reading; 50 marks for fairly easy dictation; and 150 marks for arithmetic, in which some questions are very elementary. I have here a scheme for the admission examinations of the grammar schools.

1815. (*Mr. Lyttelton.*) Might I ask what is the sort of difference between the salaries of the men teachers and the woman teachers in these schools?—I should think very nearly double.

1816. Would that mean in the high schools where the difference is greatest in the cost of instruction?—Yes; the average salary of an assistant master in the boys' high school is nearly 300*l.* per annum; the average salary of an assistant mistress in the girls' high school is about half that amount. But then it must be borne in mind that our girls' high school was only established 10 years ago, and a number of the salaries

there have not reached their maximum, while in the boys' high school most of the salaries are at their maximum.

1817. Is there a pension scheme for both sides?—We have no pension scheme at all. The governors have very frequently considered the subject, and have never yet been able to arrive at any satisfactory conclusion; but a number of pensions have been given, and are being given. The governors award or rather propose pensions where they think fit, and then they have to get the sanction of the Charity Commissioners.

1818. (*Dr. Wormell.*) You have dropped what might be called the third middle school from your scheme?—Entirely.

1819. And higher grade schools have sprung up in Birmingham. May we say that those higher grade schools have taken the place of the third grade schools under the old scheme?—Not entirely, I think; the third grade schools under the old scheme gave more of a literary education. The higher grade schools under the board give, in the case of boys, more of a scientific education, and, in the case of girls, the elements of what may be called domestic education; hygiene, domestic economy, needlework, and subjects of that kind enter very largely into the curriculum.

1820. Would you think that the technical character of the instruction in those higher grade schools is the feature which accounts for the ease with which these schools mix with the others. I understand that you find that there is no inconvenience in consequence of overlapping in these schools. Is that accounted for by the technical character of the education in the higher grade schools?—I think it is; I think the character of the education given is sufficiently different to prevent any charge of overlapping.

1821. Now I want to ask you a question about the ages. Has the average age of admission in the grammar schools gone up of late years?—No; I believe not. In 1884 the average age of admission in the boys' grammar schools was 11, and in 1893 it was 11·2. There is no very great difference. In the girls' grammar schools in 1884 it was 11·2, and in 1893 it was exactly the same.

1822. And has the per-centage from the primary schools gone up. You say that 62·6 per cent. of all the pupils admitted to the boys' grammar schools come direct from the primary schools. What was that in 1884?—I could not enter into that without making the calculation; I shall be glad to make the calculation when I have an opportunity.*

1823. (*Mr. Cockburn.*) Have you any municipal or technical school in connexion with the city council of Birmingham?—Yes; but only recently established.

1824. When was that established?—As soon as the council had the power of establishing it. The city council took over a large number of technical classes which were previously in connexion with the Birmingham and Midland Institute, and formed out of those a technical school.

1825. Has that school been built and equipped out of the local taxation money?—Yes; it is now being built. Classes have been conducted hitherto, and are still conducted, in the rooms belonging to the Birmingham and Midland Institute; but Mr. Acland laid last October the foundation of a new technical school, which will be a very admirable one indeed.

1826. Have they commenced getting pupils already at all?—Yes; the classes are very large.

1827. Can you tell us the effect of those classes upon your school?—I do not think it has had any effect at all.

1828. Can you tell us from what source those pupils are drawn?—I should say that most of the classes are evening classes; they have some day classes, but the day classes are at present inconsiderable as compared

* In 1884, the per-centage was 54·5.

with the evening classes, and the students at the evening classes are most of them engaged in handicrafts or business during the day.

1829. And it is not your opinion that there would be any probability of overlapping between those schools and your grammar schools?—No; not at all.

1830. (*Dr. Fairbairn.*) You say that just over 7 per cent. of the pupils admitted to the boys' high school come direct from primary schools?—Yes.

1831. Have any considerable number of those gone up to the universities?—During the last 10 years (I take the same period) 35 boys have taken leaving exhibitions from the boys' high school. Of those three out of 35 came to us direct from public elementary schools, four others came to us from public elementary schools through our own grammar schools. So that out of 35 boys who have taken these leaving exhibitions seven, or 20 per cent., have been at some time previously in public elementary schools.

1832. You have a much larger per-centage going to the boys' grammar schools from the public elementary schools—just over 62 per cent. Is there any difference as regards open scholarships offered for the high schools and the grammar schools?—The proportion of scholarships to the total number of pupils in the schools is just the same. The difference is mainly explained by this. In the grammar school one half of the foundation scholarships are restricted to pupils who have been in the public elementary schools. There is no such restriction in the case of the high schools.

1833. Do you find that a large proportion of the boys from the grammar schools come to the high school?—Yes; the particulars are given. Seventeen per cent. of all pupils admitted to the boys' high school come direct from the grammar schools. If you take the proportion of foundationers in the boys' high school, it is very much higher—52 per cent.

1834. Then exclusive of the grammar schools and the primary schools, where does the high school draw the rest of its boys from?—Partly from the smaller endowed schools of the neighbourhood; to a very large extent from private schools; and in some cases direct from home. I can give the particulars for a given year if that would be any help. I can give them for 1892. In 1892 out of 119 pupils admitted to the boys' high school, seven came from the smaller endowed schools and proprietary schools of the neighbourhood; 18 came from King Edward's Grammar Schools; seven came from public elementary schools; 79 came from private schools; and eight came direct from home.

1835. Could you say now as to whether the age in all these cases is quite uniform?—Is there any difference as regards the age at which the pupils come from these different classes of schools?—I think the pupils from our grammar schools are perhaps a little older. I should think the average age of the pupils from the grammar schools is rather above that of pupils from the other schools. Of course the boys who come direct from home come very young. Probably they come at the age of eight or nine. The boys who come from the grammar schools are older, but then they enter the school very much higher up.

1836. (*Mrs. Bryant.*) With reference to the question of the ratio of the salaries that are paid to men and women teachers in the two schools, I should like to know if Mr. Vardy can tell us what are the numbers of pupils to a teacher in the boys' schools, and also in the girls' schools?—In the boys' high school, we have 20 masters for, we will say, 450 pupils; that would be about 22 pupils per master. In the girls' high school, we have 12 mistresses, exclusive of the drawing mistress, for 250. That is rather less. It is about one for every 21.

1837. The difference is not very great?—No, it is not very great. In the case of our grammar schools (I will take our Aston School), there are 12 mistresses and 19 masters, for about 250 or 260.

1838. That would correspond to a slight difference of salary. But it is not in the same proportion?—No.

1839. (*Mrs. Sidgwick.*) Is there any limitation of the age up to which pupils may stay at the higher grade schools?—I think not. The conditions of admission are that boys and girls have passed the Sixth Standard, shall intend to continue at the school for at least 12 months, and shall present themselves at least at one examination under the Science and Art Department. But, wherever it is possible, the scholars are encouraged to remain for two or three years. The requirement about the Science and Art Department is necessary, because the school is, to a very large extent, supported by the grant that it gets from the Department.

1840. So that the age up to which they stay at the higher grade school, is very much the same as the age up to which they may stay at the grammar schools. It is not materially lower?—I should think not.

1841. In your entrance examination, you have a much larger number of candidates than you admit?—Yes.

1842. In all the schools?—Yes.

1843. Do those candidates apply in the hope of scholarships?—They belong to different classes, and I think those classes are summarised in "Studies in Secondary Education." It is pointed out there that a proportion of the unsuccessful candidates were registered as candidates for scholarships only, and would refuse to enter if they had to pay fees. Many, too, are registered at several successive examinations, so that, in looking at the numbers, you are really counting the same child over and over again. Some of them are absolutely unfit to enter the schools; their elementary education is too defective to permit of their taking advantage of the education offered in the schools; and I am sorry to say that some are presented by their parents and the school teachers only by way of testing their education. There is no serious intention of ever sending them to the school. I sometimes have, in the boys' high school, cases of boys who actually obtain foundation scholarships, but they decline to enter the school, the parents saying, "I am going to send my "boy to Shrewsbury, or Uppingham, or Rugby, and I want to see how he "is getting on."

1844. (*To Miss Cooper.*) With regard to science teaching; you say that the expense of girls' schools as compared with boys' schools is kept down by the inferior provision for the teaching of science to girls?—Yes.

1845. Although it is not your own school, you may know about King Edward's School. The equipment for science is better there than in most girls' schools, is it not?—Yes. I am not quite sure how fully equipped it is with science arrangements, but it has a good staff of science teachers. The difficulty is felt in a great many schools for girls, some of the high schools, and still more in some of the endowed schools and the middle schools for girls, of getting sufficient funds for equipping science teaching properly, and as long as that is so, science teaching cannot develop. That difficulty is very strongly felt by a great many of the head mistresses who have to encounter the difficulty. They feel that if they are to have first-rate science teaching, better salaries should be offered to the mistresses than they have now.

1846. But I believe that the laboratory at King Edward's School is better than most laboratories in girls' schools?—(*Mr. Vardy.*) Yes, it is very good indeed, and in our new girls' high school, the plans for which have been passed by the Charity Commissioners, the provision for the teaching of science will be better than in the boys' high school.

1847. Are there laboratories in the grammar schools?—Our boys' grammar schools have very good laboratories; but the science teaching in the girls' grammar schools is mainly in the direction of botany and physiology. Very little chemistry or physics is taught.

1848. (*Chairman.*) I rather understood Miss Cooper's remarks with regard to the deficient provision for laboratories and apparatus in girls'

schools, as compared with boys' to be general, and not to apply particularly to King Edward's School?—(*Miss Cooper.*) Certainly.

1849. (*Mrs. Sidgwick to Mr. Vardy.*) What number of girls obtaining leaving exhibitions from the high school come from public elementary schools?—I have not those particulars, and I could not trust my memory to say, but I remember one case. Of course the number of exhibitioners from the girls' high school is very much less than for the boys'. There is only one exhibition annually, and that has been given now for nine or ten years. I remember one case out of the ten in which a girl had been originally in a public elementary school, and went to Newnham. That is a case in point. I think there is another instance, but I would not speak confidently about it.

1850. (*Lady Frederick Cavendish.*) I think you said that more girls enter the grammar schools over the age of 12, than boys. Can you say why?—I suppose because there is less demand for girls in employment. A girl is not able to turn her abilities at once to account in the way of earning money so well as a boy.

1851. Are there local reasons for that, or should you think that is generally the case?—I should think it is generally the case.

1852. (*Chairman to Miss Cooper.*) Have you anything to observe upon what Mr. Vardy has told us with regard to the overlapping of elementary and secondary schools, owing to the growth of the higher grade public schools. It is a matter that has not come before you in respect of your position at the Edgbaston School, but still you may have observed it?—It is a matter that I have given some attention to. So far as this investigation is concerned, my own school is a comparatively small matter, but the whole point is a very important one for girls' education generally. It seems to me that although this is working well in Birmingham, at any rate in the beginning, it is not likely to work so well in a great many other places; and a good many schools or a good many localities feel that the higher grade board school draws considerably from their numbers, and does not offer to such girls so suitable an education as a well thought out plan of middle school work. A good many head mistresses of middle schools feel that it is a very serious question as to whether great encouragement should be given to the formation of the higher grade board schools to the detriment of the middle schools. They feel that this is likely to be the case. It does not affect my own case in the least, but that is strongly the feeling of a great many head mistresses.

1853. Do they say that on the ground that they consider that a better education would be given in the secondary school, or is it because the fee in the elementary school is so low that it prevents the secondary school from spreading and establishing itself?—Both. They feel the difficulty with regard to the payment. The whole question of school finance is a very difficult one, and is most felt in middle schools, and very largely felt in small endowed schools for girls. They also consider that in many cases it is undesirable for girls to carry on the kind of work that is often carried on in those higher grade schools and that they would get a better education in the middle schools.

1854. In what respect would the education be better?—It would be a more real one; it would make them think more. In a great many elementary schools the work is in grooves. In Birmingham the board schools are admirable. We have a high idea of elementary education in Birmingham. In some schools if the education is on narrower lines a girl's education suffers, and a girl's education perhaps wants even a wider spirit than a boy's, because she gets less education from her career in life.

1855. Do you mean by less education that it is a little too stereotyped, or that the subjects are too narrow?—Somewhat of both. Also in a great many cases it is felt that the tendency in schools under a school board is to go on one plan all through; that if you have a different type of school you hope to induce your pupils to come in younger, and turn out rather

a different product at the end of it; and that kind of product is what we desire in many cases.

1856. (*Sir John Hibbert to Mr. Vardy.*) I understood you to say that there was only one leaving scholarship for the girls' high school. What number are there for the boys' high school?—There are three leaving exhibitions annually, and one which is awarded once in three years.

1857. In addition?—In addition to the three.

1858. Does not that seem to be a larger proportion than you grant for the girls?—It is rather larger. Of course the boys' school is nearly twice as large as the girls' school.

1859. 426 against 258?—Yes. It was not twice as large last year, but it has increased since. Then the number of boys desiring to proceed to the university is very much larger than the number of girls who desire to proceed to the university.

1860. (*Chairman.*) The girls' exhibitions are tenable at what colleges?—At any place of higher education approved by the governors. But as a matter of fact I think they have all been held at Newnham, or at any rate with one exception.

1861. (*Mr. Cockburn to Miss Cooper.*) Has any definite and systematic inquiry been made by those teachers in what is going on at these various higher grade schools in the country, or is it conjecture?—It is not pure conjecture. It comes from the mistresses who receive scholars from elementary schools into their schools. They consider that the kind of education that they have received beforehand is narrow, and on that another education cannot easily be built up, and they think if that is carried on on the same lines it tends still to be narrow.

1862. What fees are generally charged at these schools that are affected by the higher grade schools?—They vary; I have not the information now at my disposal, but will get it. A good many statistics are being prepared by our association, and we shall be able to furnish them later.

1863. Roughly will do for my purpose?—From 3*l.* to 7*l.* a year, I should think.

1864. Has it at all entered into your mind that there must be very many girls who cannot possibly pay any such sum, and who yet must be educated?—In all these schools there are scholarships which give free education, and I think we should feel that the education might be more satisfactory if there were more power of developing rather a different type. Under the Elementary Education Act the power of developing a new type of education suited to such girls is not given, and it is at present in the hands of schools that are not fettered by the Elementary Education Act.

1865. Is it at all conceivable that there ever could be enough scholarships formed from State money or any other kinds of fund to meet the cases of all these girls?—It is difficult to estimate the demand for girls' education at present. It is not yet fully developed.

1866. Some estimate could be formed from the number of girls in the higher grade schools?—Yes, and also from the number in these middle schools; but as a matter of fact at present the higher grade board school in a great many districts does not draw from a new set or take away a new set from the middle school, but depletes the middle school of its suitable scholars which seems as if they were overlapping and trying to fulfil the same function.

1867. (*Mr. Yoxall.*) Do you mean that the higher grade board school in any given locality attracts children to it who do not come to it from public elementary schools, but come to it from private schools?—There are some children who we think for many reasons ought to be in private schools who are in the board schools.

1868. But are those children who were previously in private primary schools or public primary schools?—They have been in public schools

probably. The question is, should they be taken on earlier to another kind of education, or should they be allowed to continue on the same lines till the age of 15.

1869. At the present time there are not a sufficient number of scholarships or exhibitions tenable to provide for the number of girls from girls' elementary schools who ought to go up?—That is a question that we have not yet data for answering.

1870. I think I understand that with regard to the effect of the higher grade board schools, you are expressing the opinion of those whom you represent, rather than your own?—Largely.

1871. Your own experience in Birmingham is favourable?—The experiment of the higher grade board school in Birmingham is very recent. It has only been established for about two years or rather less, so that we really scarcely know how it will work out. I think it is probable that it will work out very well there. But then we have an enlightened board; and it is a large area, and the other schools supply a different need. But I think it is conceivable, and I think it is highly probable that in the present higher grade board school for girls a considerable modification is needed to fit the education of girls of that class exactly to what the best friends of education desire for them.

1872. Have you formed any opinion as to in what particular some modification is desirable?—I think in Birmingham particularly a better development of what is called the technical side. I doubt if it is sufficiently practical in some directions. I believe that it is a little too narrow in others, and that the whole question of technical education for girls wants fully working out. We have a good deal to learn from other countries. We want two or three kinds of schools. We want schools similar to, with some improvements on, the *Écoles Professionnelles de Jeunes Filles*, and we want a school of the type of the *Écoles Primaires Supérieures de Jeunes Filles* of Paris in which you get two types of education that are not at all represented in England. A different ideal has been formed.

1873. (*Mrs. Bryant.*) It comes to this, does it not; that the girls from elementary schools who want to take up a literary career or a commercial career, or work of that kind should go on through the middle school and not the higher grade schools, but that the development of the higher grade school should be along such lines as are fit for girls who are going to take up industrial pursuits, and that we have not solved that problem in England?—And also for home life—for domestic life.

1874. (*Mr. Cockburn.*) Then in your opinion, and in that of those you represent, if it were possible to get school boards as enlightened as the Birmingham School Board your objection would very largely vanish?—And if at the same time we could get sufficient freedom to develop freely. But there are still codes and regulations that make it difficult for the Board to proceed as quickly as it would wish.

1875. (*Mr. Yoxall.*) And that applies especially in your opinion, I suppose, to the system under which the Science and Art Department gives grants to schools?—Yes, partly that.

1876. Have you noticed anything that would lead you to suppose that that system is disastrous to the technical education of girls?—I think there is no sufficient provision for the technical education of girls anywhere in England. It is not recognised.

1877. So far as the Science and Art Department is disposed to make that provision in higher grade schools, have you noticed that the effect of the Science and Art Department's method is by no means what it ought to be?—Certainly.

1878. (*Mr. Cockburn.*) Have you seen any high grade schools?—I have seen a little of the working of the Birmingham ones.

1879. The Waverley Road School which was opened 18 months ago?—Yes.

1880. Is your experience limited to that one, or have you had experience of others?—I have visited others.

1881. So your observations are made in the absence of practical experience?—Yes, but the little practical experience I have had combined with a great deal more that I have heard from others, of girls who come from elementary schools to develop in the higher schools in places other than Birmingham.

PROPRIETARY AND PRIVATE SCHOOLS IN BIRMINGHAM: THEIR RELATION TO SCHOOLS OF THE FOUNDATION.

1882. (*Chairman to Mr. Vardy.*) Are you able to give us any information with regard to the number of private or proprietary schools that there are in Birmingham which belong either to the grade of your high schools or to the grade of your grammar schools?—I could not answer that question offhand. I have calculated that there are about 40 private schools at Birmingham from which we draw candidates for the boys' high school.

1883. Many of those would be really preparatory schools?—Yes, many of them.

1884. I am rather referring to the schools that would be said to compete with the high schools. Can you tell me how many day schools there are with a curriculum equivalent to the rank of the curriculum of the boys' and girls' high schools?—I do not think any equivalent to the boys'. There are two girls' schools, one of which Miss Cooper is head mistress and the Church of England College for Girls, of which Miss Thomas is head mistress.

1885. They are both situated some distance from your Congreve Street school for girls?—Yes.

1886. And therefore they practically do not come very much in competition with it?—Hardly.

1887. Can you give me any estimate of the proportion of boys requiring what is called the higher kind of Secondary Education who are in your school, and who are in private proprietary schools for boys?—We can only judge from our admission examinations. I think that when we have a boys' school of 500 there will not be any large number of boys desiring to obtain a high school education for whom we shall not be able to find places.

1888. As day scholars?—As day scholars. Of course, a very large number of boys have gone, and will go, away to the public boarding schools of the country.

1889. But of that number you can again give us no estimate?—No, I could not give you any estimate.

1890. (*Lady Frederick Cavendish.*) In the course of many years do you think you have been the means of killing many private schools. I want to know how far the private schools have free scope and are doing well, and how far the education given in King Edward's Schools has raised the whole standard?—I think that really the King Edward's Schools set the standard to the private schools, and the private schools adjust themselves to our requirements. I do not think there are any large number, of boys' schools certainly, who do not look to our high school and to its admission examinations as the standard at which they ought to aim.

1891. (*Chairman to Miss Cooper.*) Do you know how many schools for girls there are of the rank of King Edward's High School for Girls besides your own at Edgbaston, and that of which Miss Thomas is principal?—It is very difficult to form an estimate. There are no statistics at present available. I know comparatively the number from which we draw, but it is quite a small number. I do not think we can give any estimate. It does not represent by any means the whole number of schools. Probably if the admission list of our schools and King Edward's High School and the Church College were put together you would get a very good list of the better private schools, and such a list it is possible to obtain for this Commission, but it is not available at present.

1892. But an admission list would not quite cover it, because an admission list would contain many merely preparatory schools and schools that do not purport to carry their scholars as far as yours does?—But our head mistress drawing from these schools would be able to say whether it was only preparatory or had higher classes, and of course the admission would help to determine that.

1893. (*Mrs. Bryant.*) Can you say how far these three schools cover the total demand for day school education?—We have a large number coming at a very early age, and we educate them all along. In the Church College they have the kindergarten so as to get them as early as possible, the idea being that the education in the other private schools is scarcely fit for what we are trying to do. When the Edgbaston School was first established there was an extremely good private school in another district, Handsworth. That has gone on until the last 18 months, when it was given up. It has gone on under difficulties. It was called the Handsworth Ladies' College, and it did good work in preparing for examinations, but it has lost its numbers. It was partly a day school and partly a boarding school, but now it has been given up, and the remains of it are quite a small thing. That was the only school that stood pre-eminent in Birmingham when I went there in 1876.—(*Mr. Vardy.*) I should like to supplement what I said just now about any private schools having been killed by the King Edward's endowment, by saying that my remarks only applied to boys' schools. Formerly there were no girls' high schools, either on the endowment or elsewhere in Birmingham, and then there were some very superior private schools. Now those have ceased to exist or, as Miss Cooper has said, they have dwindled very much.

1894. (*Mrs. Bryant.*) Can you give us the numbers for the three schools you have mentioned. We have got the number for King Edward's School, 258?—(*Miss Cooper.*) There are 150 in ours.

1895. Do you know what it is in the Church College?—(*Mr. Vardy.*) About 230, I think.—(*Miss Cooper.*) The number is a little difficult to estimate, because there is a kindergarten and that includes both boys and girls, but it is over 200.

1896. (*Dr. Wormell.*) Is there any teachers' association at Birmingham? Yes.

1897. Can you tell me what proportion of the numbers are private teachers?—I have not the statistics here, but I could furnish them.

1898. (*Mrs. Sidgwick.*) May I ask about the relation of King Edward's School to the other two schools. In yours, the fees are much higher, I suppose?—Yes, and it was formerly even higher, but it was considered wise to lower the fees at a time of very bad trade and depression.

1899. But still your school has to pay its way?—It has to pay its way, and our fees range from the lowest 4*l.* 4*s.* to the highest 7*l.* 7*s.* per term.

1900. How do you find that that affects the pupils who come to you and to King Edward's School?—It often means the difference of choice. If a parent feels any difficulty about the cost of his girl's education, it would mean sending her to King Edward's instead of to us, though she would have to pass our door to get to King Edward's.

1901. And I suppose it is easier to get to King Edward's by train than to yours?—Yes, though we have a fair train service, and of late there has been a demand for school education of the type that we are giving in a district that is not easily accessible, indeed, so much so, that we have started omnibuses to take our pupils to and fro.

1902. So that you do not draw entirely from Edgbaston?—The other school also exists at Edgbaston, so there are two schools in Edgbaston and only one in Birmingham itself.

1903. The two schools at Edgbaston distinctly compete with each other?—Yes.

SCHOLARSHIP SYSTEM.

1904. (*Chairman to Mr. Vardy.*) Would you kindly give us an outline of the system by which scholars are admitted to the King Edward's

Schools by competitive examination?—Before I proceed to that, may I refer to my previous evidence in order to mention a fact with reference to the higher grade school which I called the Waverley Road Board School. I am not myself a member of the school board and cannot speak with full authority on the matter, but I find under "Particulars of the School," which are printed for circulation in Birmingham, this note: "The cost of "the education in this school is much greater than in ordinary elementary "schools, and the board necessarily depends upon the grants from the "Science and Art Department to meet this additional expenditure." I believe it is the fact that in the case of the Waverley Road Board School part of the money is provided from the rates, but a very great deal comes from the South Kensington grants.

1905. In point of fact nothing is paid by the pupils?—No.

1906. Could you tell us how much comes from the rates, and how much from the grants?—No, I could not. I have not the figures. Now, passing to the other subject. Admission to all our schools is by competitive examination, and on the result of that competitive examination we award foundation scholarships. A third of the places in each school are free places. If a school consists of 300 pupils, 200 of them pay fees and 100 of them are foundation scholars. Half the foundation scholarships vacant at any half year are awarded to pupils in the school, and half are awarded to candidates for admission. In the case of the grammar schools almost all the scholarships awarded at admission are restricted to candidates from public elementary schools. Perhaps I ought to correct slightly what I have said. Our scheme requires that half of the foundation scholarships in the grammar schools should be restricted to candidates from public elementary schools. Formerly, for some time, we used to give those restricted scholarships partly at admission, and partly to scholars already attending the school; but then it was felt that for the candidates from public elementary schools it was a greater help to them to give all the free scholarships at admission, and consequently now all the free scholarships so restricted are given at admission, and one-third of the other half of the scholarships are given at admission, reserving two-thirds of the unrestricted half of the foundation scholarships to be given in the school.

1907. That is to say, if the pupils are already in the school?—If the pupils are already in the school.

1908. How long does a scholarship last when given?—It lasts for two years in the first instance, but may at any time be withdrawn, of course, if there is a failure in point of conduct, or a failure to maintain a reasonable degree of proficiency. At the end of two years the headmasters and headmistresses of the several schools have to revise the list of scholars, and to recommend or not, as they think fit, the governors to continue those scholarships for another period of two years, and then at the end of that two years there is another revision, and so on. So that every scholarship may last for 8 or 10 years, but it has to be continued at the end of every two years.

1909. How could it last for 8 or 10 years? Do you mean in the high school if the pupil obtained it at a very early age, that is to say, at admission at the age of 11?—You might have a boy obtain a scholarship at the grammar school at the age of 8. The average age is 11.

1910. Is a boy eligible as early as 8?—Yes. I have at this time a little boy of eight years of age who has obtained a foundation scholarship, and I think it is very likely that he will remain with us until he is 19.

1911. That is at the high school?—Yes. Of course at the grammar school they cannot remain after the age of 16, but still it is possible that a boy or a girl in the grammar school may hold a scholarship for as much as eight years.

1912. Then you do not consider that a system of competitive examination is practically inapplicable to children under 11 or 12 years of age?—No; but there is this point to be noted. It is more difficult to make a

difference between the younger candidates. Suppose there is a certain average number of marks which we think ought to be obtained by a boy of 9. The very best boy of nine may obtain perhaps 100 more than that average. There is another average we will say to be obtained by a boy of 13. The best boy of 13 may obtain 400 or 500 marks above that average. That is to say, the range of marks above and below the average increases very much as the age increases, and in that way I account for the fact that our foundation scholars are as a rule rather older than the average of scholars admitted.

1913. What are the limits of age within which the boys may compete at the high school and the grammar schools respectively?—A boy may compete at the high school at any age between 8 and 19, and at the grammar school at any age between 8 and 16.

1914. So that boys of very unequal ages may be pitted against one another?—Yes. I should like to point out that we have had a great deal of experience in this matter, and I think we manage now to arrange our examination papers so as to do fair justice to boys of very different ages. In all the English papers, the lower papers, some easy questions are asked which boys or girls of 8 or 9 may fairly be expected to answer; but there will also be some very much more difficult questions which could hardly be answered by boys under 14 or 15.

1915. And I presume in making up the marks or arriving at the result, you make an allowance in respect of age?—Yes, I think I can make that pretty clear if our mode is worth the attention of the Commission. Our plan is this: we have learnt by experience about the average number of marks that ought to be obtained by boys and girls of different ages. This average varies a little in the grammar schools according to the position of the school. At some schools the candidates are rather better prepared than at others and come perhaps from a slightly different social grade.

1916. That would depend upon the local position of the school in Birmingham?—Quite so. Roughly speaking, I may put it in this way. We have ascertained, I will say, that an average boy of 16 ought to obtain 700 marks out of a total of nearly 1400. Then we have learnt that a boy of 15 ought to obtain 600; a boy of 14, 520; a boy of 13, 465; a boy of 12, 410 and so on. Then when we have looked over all the papers and added up the marks we arrange all the candidates according to their ages, and we deduct from the total number of marks obtained these average marks for the different ages. That leaves a certain number of marks over for all the candidates admitted, by means of which we arrange them in order of merit, and according to the number of foundation scholarships vacant we award foundation scholarships. The first 8 or 10 boys on the list, if we have 8 or 10 scholarships vacant, are elected to foundation scholarships. Then those who stand next are offered places as fee-paying pupils. Some accept and some decline.

1917. Do you feel that on the whole the competitive system is much less applicable to younger than to older boys?—I should think it is. I think that probably there are more of the younger boys who fail to do themselves justice.

1918. But do you think that the stress of competitive examination has any injurious effect upon the younger boys?—Not at all. I do not think there is much special preparation.

1919. Is it not a case in which there would be special preparation for the examination?—I think not.

1920. Because what you offer is simply a free education?—Yes.

1921. These scholarships therefore carry nothing beyond the free place?—Nothing at all.

1922. Has it been suggested that you lose boys of merit who would have come to the school if the scholarships had carried something more than a free place?—I have heard from some of the representatives of working

men in Birmingham that a certain number of children are excluded because the scholarships do not carry any grant in aid of maintenance and do not cover the cost of books; that some of the parents are so extremely poor that although their children obtain admission to the grammar school they are not able to avail themselves of it, because they cannot afford to pay for the books or cannot afford to keep the children any longer at school.

1923. Have you any limited number of scholarships which supply maintenance in addition?—We have a small number—but it is a very small number—of what we call King Edward's scholarships. In the boys' high school there are four such scholarships given every year: two junior scholarships, and two senior scholarships. The junior scholarships are open to boys who are under 15 at the time of competition, and they carry a grant of 10*l.* for the first year, and 15*l.* for the second. The senior scholarships are open to boys under 17, and carry a grant of 20*l.* for the first year, and 25*l.* for the second; those are exceedingly valuable. They enable us to keep at school promising boys who would otherwise be taken away in order that they might begin to earn wages.

1924. Do these scholarships exist both in the high school and in the grammar schools?—Yes, those in the grammar schools are rather less valuable. In the boys' grammar schools the junior scholarships are of the value of 7*l.* 10*s.* per annum, and are open to pupils who are under 14. The senior scholarships are 10*l.* for the first year, and 14*l.* for the second, and are open to scholars who are under 15. In the girls' schools, the junior scholarships are of the value of 6*l.*, and the senior scholarships 9*l.* for the first year, and 12*l.* for the second.

1925. Then the scale of payment to the girls is slightly lower than to the boys?—Yes.

1926. Is that upon the ground that the inducements to parents to send girls to employment are smaller than in the case of boys?—Yes, that is so. We find that we can keep the girls at school at a rather cheaper rate than boys.

1927. Is there anything special in the method of awarding these scholarships?—No. The subjects of the examination and the value to be attached to each subject are matters that are very carefully settled. There is a uniform scheme settled by the governors for determining those points.

1928. But it is a distinct examination for the free places?—Yes. They are really awarded on the result of the annual school examination.

1929. (*Lady Frederick Cavendish.*) Are they part of the original foundation of the King Edward's School?—No. They were established, I think, on my recommendation when the schools were remodelled in 1878. I was led to urge the establishment of such scholarships from my experience at the City of London School, where they have a number of what are called Carpenter scholarships of the same kind.

1930. (*Chairman.*) As a rule boys who get scholarships at elementary schools are supposed to have passed the Sixth Standard?—Yes.

1931. And those who come as fee-paying scholars have generally passed the Fifth Standard?—Yes.

1932. Have you many scholars who have in this way worked their way upwards from the elementary schools to the university?—In the 10 years to which my statistics refer we have had seven boys take leaving exhibitions to Oxford or Cambridge, who at some time previously were at public elementary schools. They either came to us direct from public elementary schools or they passed through our own grammar schools after leaving the public elementary school. That, I imagine, is the full number of boys who have gone to Oxford or Cambridge from public elementary schools. I do not imagine that any boy has come to us from the public elementary school and has managed to get to the university unless he has obtained one of our leaving exhibitions. On this point perhaps it would be

interesting to the Commission to know exactly about the boys at the top of the boys' high school now. Our school is arranged for the purpose of teaching mathematics, into blocks, and the highest block at the present time contains 72 boys. Out of those 72, 13 were educated previously in smaller endowed schools in the neighbourhood. One of those had passed from a public elementary school into the endowed school from which he came to us. Twenty out of the 72 came to us direct from our own grammar schools, and of those seven had previously been in public elementary schools. Five came to us direct from public elementary schools, so that the total number who had previously been in public elementary schools was 13. Five came direct, one came through an endowed school, and seven came from our own grammar schools.

1933. And the remainder?—Of the others, 29 came from private schools, and five had been educated at home. So that at the present time amongst the most promising scholars in the boys' high school, 13 out of 72 had at one time or the other been at public elementary schools. That I think puts it very clearly.

1934. Then you have not found difficulties arise of what are called a social nature?—No, not at all. But I think this is an important point, and one that ought to be made clear to the Commission. I am bound to say that most of those who have been previously in public elementary schools are to some extent picked boys. Many of them, for instance, are the sons of public elementary schoolmasters; others, one or two, the sons of men who are connected with public elementary education, sub-inspectors or assistant examiners. There are a few who are the sons of artisans, but I think most of them come from homes where education is more thought of, and where there has been from the first a good deal of thought expended and judgment brought to bear upon the training of the boys.

1935. So that they would be even at starting boys of probably a somewhat exceptional degree of culture?—Yes, I think so. They come from better homes. But of those who have gone to universities, and done exceedingly well, some have come quite in the ordinary way. I remember one son of an artisan, a man in receipt of a weekly wage which I should think probably has never exceeded 40 shillings, even if it has been as much as that. One boy came to us direct from a public elementary school; he passed through our classes, obtained a school exhibition and an open scholarship at Oxford; he took a first in Moderations, and I think a second in Classical Greats, but he has since obtained a first in Jurisprudence, and has a very promising career before him.

1936. (*Mrs. Sidgwick.*) Is it a fact that to any great extent children are sent to the public elementary schools in order to get the scholarships at King Edward's School?—Yes, I think these restricted scholarships in our grammar schools have led the parents to send their children to our public elementary schools, in order that they may have a better chance of getting foundation scholarships.

1937. (*Chairman.*) You mean children who otherwise would have gone to what class of schools?—Private schools perhaps.

1938. (*Mr. Lyttelton.*) Are you able to say whether these boys who go to the university ever find something to do, or is there a danger of their swelling what has been called the literary proletariat?—I have a list of them before me here. The first of them is in a very good scholastic position as assistant master in a school; the second is just entering the Presbyterian ministry; the third is a schoolmaster, and the others are still undergraduates; but I am quite sure that of the undergraduates at least two will do remarkably well.

1939. (*Mr. Llewellyn Smith.*) Do you consider that the proportion of a third of the places free is the ideal proportion? Would you like to increase it if you had the funds?—I think as matters stand we are giving a sufficient number of foundation scholarships.

1940. But not too many?—No, I think not too many. Certainly those who obtain foundation scholarships are boys of distinct merit.

1941. You do not get any considerable number of whom you would say afterwards that they were not worth it?—No, I think not; and we do not hesitate to withhold the recommendation for a renewal of the scholarships if boys are not doing well.

1942. Do I understand that at all times the proportion is a third, or that you award a third in case you have candidates of sufficient merit?—At all times a third of the scholars in the school are receiving free education.

1943. Then your standard would fluctuate a little?—Certainly. The governors would not like the headmasters and headmistresses to withhold free scholarships in any case if they were vacant.

1944. Then so far as you can judge from the experience of Birmingham, you think that a third of places free for a school of this description is a reasonable proportion?—Yes. There are very few schools that are able to give such a proportion, but it seems to me to work very well.

1945. (*Mr. Lyttelton.*) And do you withhold the scholarships later on in consequence of want of progress apart from any question of industry?—The exact terms are that scholarships may be withheld on the ground of "misconduct, irregularity of attendance, or failure to maintain a reasonable degree of proficiency." If I notice that a foundation scholar is getting a bad report I send for him, and say "If this occurs again I shall "not be able to recommend the continuance of your scholarship." Or if I find a boy down at the bottom of his class, I point out to him that it is not the position that he ought to have as a foundation scholar.

1946. (*Chairman.*) Have you an oversight over the grammar schools?—No.

1947. Only your own high school?—Only our own high school. The way in which the continuity and unity of system is maintained in the schools of the foundation is this. The headmaster of the boys' high school is *ex officio* a member of the school committee of the governing body which deals with all educational questions. Then we have also a school council, as we call it, consisting of all the headmasters and headmistresses of the foundation, and of that school council the headmaster of the boys' grammar school is *ex officio* chairman, so that continually at the school council coming in contact with the headmasters and headmistresses of the grammar schools, while at the school committee of the governing body he is coming in contact with the governing body.

1948. But what you were saying just now as to what you would do if you received a bad report would relate only to your own high school, and would not cover the case of the girls' schools or the other schools, would it?—No.

1949. You would suppose that each of the headmasters and mistresses would do the same at his or her own school?—Yes. At certain times in the year each headmaster and each headmistress submits a report to the governing body upon the foundation scholars in the school.

1950. Would you state what further developments and improvements you would like to have in this system of foundation and maintenance scholarships?—I have learnt, and more especially lately, that a certain number of children are excluded from our grammar schools because their parents cannot afford to pay for the books used, and some, too, because their parents cannot afford to keep them at school any longer; and I think that if we had a small number of scholarships, or if we had some little fund by which such children could be helped, it would be an advantage. But it is an exceeding difficult matter and I am not prepared to formulate any definite scheme. It is exceedingly hard to find out what parents are really so unable to pay for the cost of books. We endeavour to meet the difficulty to some extent by having in each school what is called a "hiring library," from which children can obtain the books that are used, paying a small percentage of their cost for their use during the term.

1951. (*Sir Henry Roscoe.*) Are these hiring libraries existing in each of your schools?—They exist in each of our schools.

1952. And do you find they are largely employed?—They are largely employed for the more costly books—at least in the grammar schools. They are not very largely employed in the high schools, but in the grammar schools where a book costs more than three shillings or four shillings it is generally obtained from the hiring library. I may say that it is only within the last year or two that I have heard much about this exclusion of children because their parents could not pay for the books, but from some working-men representatives of Birmingham recently I have heard that that is felt to be a difficulty.

1953. (*Dr. Wormell.*) Have you had any case of a boy obtaining a scholarship by competition and then withdrawing from the taking of it in consequence of poverty?—Not in the boys' high school certainly, and I think not in the grammar schools. But I think all the headmasters and headmistresses are interested in such cases, and would probably say to the parents "Do not let that be an obstacle, we will find the books."

1954. (*Sir Henry Roscoe.*) Have your governors any means of remitting the fees in instances of that kind?—No.

1955. You have no free scholars in that sense?—No, not at all. We do not recognise poverty as a ground for free scholarships.

1956. (*Dr. Fairbairn.*) I should like to ask whether the school council was recognised in the constitution of the school?—No, not at all. It has simply grown up as a piece of convenient internal organisation.

1957. Then its function really is to maintain the teachers of the several schools in mutual knowledge?—Yes, and particularly the grammar schools. You may say the three boys' grammar schools take the place of one school. It is divided into three for the sake of convenience, in order that different localities may have equally easy access. The standard at admission ought to be as nearly as possible the same, and the curriculum ought to be the same. We do not want these grammar schools to be specialising, one in one direction and another in another. We want them all to be conducted on the same lines, starting from the same point and tending to the same point. But for the school council, I think, there would be a danger lest the headmaster of one school should lay, we will say, special stress upon Latin, and the headmaster of another school should lay special stress upon science, and so the schools would no longer be exactly of the same character.

POWERS OF HEADMASTER.

1958. Is the status and authority or power of the headmaster in the grammar school the same as those of the headmaster in the high school?—Yes. Of course the headmaster of the high school has a great deal of work to do that lies outside his own school. He is, if I may say so, the educational adviser of the governing body, and he will have many duties to perform which would not fall to the headmaster of a grammar school. But the headmaster of a grammar school is absolute master within his own domain. He appoints and dismisses his own assistant masters; he has entire control over the internal organisation of the school. The only particular point in which the headmaster of the high school has any direct check is in the use of books. Nominally, at any rate, the headmaster of the high school can veto the use of particular books in the grammar schools, with the exception of one school, that is the school presided over by Mr. MacCarthy. But this comes to very little.

1959. Do the headmasters of the grammar school approach the governors through the headmaster of the high school or independently?—Independently.

1960. Then the next point I should like to ask about is with regard to the headmistresses. Are their powers and status the same as those of the headmasters?—They have not quite the same power with regard to assistant mistresses. The headmasters appoint and dismiss their assistant masters without any check or control at all. The headmistresses appoint their assistant mistresses subject to the approval of the governors, and if a headmistress dismisses an assistant mistress after she has held her office for one year, the assistant mistress so dismissed has a right of appeal to the governors. No such right of appeal exists in the case of the masters.

1961. Is that true relative to the head mistress of the high school as well as of the grammar schools?—Yes.

1962. Then if it be a fair question to ask, would you say whether the system in force as regards the head mistresses acts as agreeably as the system in operation as regards the head masters?—That is a subject upon which there is a difference of opinion, and my own position I am afraid is a very unusual one. I have always been in favour of granting to assistant masters, as well as to assistant mistresses, a right of appeal. My assistant masters have not a right of appeal, but I urged upon the governors that they should have, and I had very much rather that they should have it.

1963. Then do you not feel that an appeal decided against the head master would, in a way, lessen his authority?—I think it would lessen his authority. Well, it might necessitate his own departure from the school, but I think that on the other side the sense of greater security to the assistant masters has an advantage that more than counter-balances the disadvantage to the head master.

1964. And possibly the lessening of authority might be an advantage all round?—Possibly.

1965. And have you no objection to offer upon that?—I quite see that the head master would not be lord of the situation so much as he is now, but I think that the assistant masters would be the gainers by that limitation of his authority.

1966. And anything that elevates the position of the under masters, even though it involved the sacrifice of the head master, is a thing to be desired?—I think so.

1967. (*Dr. Wormell.*) Is there any limit of age at which masters must leave?—We have nothing of the kind.

1968. Then have you ever had to dismiss a master simply because he has grown incapable through age?—Hitherto we have been able to manage that by means of small pensions. In one or two cases where masters were getting rather past their work, I have approached them upon such matters.

1969. (*Lady Frederick Cavendish to Miss Cooper.*) May I ask what your view is upon the point?—In my own particular case I have neither the right of appointment nor the right of dismissal. By our Articles of Association both are expressly reserved to the governing body, but judging from my experience of the relation of head mistresses and assistant mistresses, and I have considerable knowledge of what goes on in other schools, I quite agree with Mr. Vardy that it is a desirable thing that there should be the right of appeal to the Governors; and I think that with that safeguard it should be left to the head mistress to choose her own assistants. Practically it is so in King Edward's School, because the appointments are made subject to the approval of the Governors, which would never be withheld except in a very extreme case.

1970. (*Sir Henry Roscoe.*) I believe you have in the high school both a classic and a modern side?—Yes, there is nothing particular to say with reference to that; it is the ordinary plan. The only thing I might mention is that they are taught by the same masters. That is perhaps an important point. The same masters are engaged on both the classical and modern sides, and in many of their subjects the boys on the classical and modern sides work together. We have always been very jealous of the modern side drifting away from the classical side, and seeming to give an inferior type of education. By working the two with the same masters and mingling the classes we keep the two sides together. CURRICULUM

1971. Have you anything more to say upon that subject?—No. As regards the grammar schools I have pointed out in the summary that we do not attempt to give any technical education at all, and in the grammar schools very little commercial education is given. Shorthand is taught, and a slightly commercial turn may be given to the instruction in arithmetic or French, but those subjects are really provided for in other

institutions in the town, and we want to avoid overlapping. I should like to draw attention to the fact that we lay a great deal of stress upon physical education. Every boy in the high school gets two hours every week in the school gymnasium. We have a very good gymnasium, which is used by the boys in the morning, and mainly by girls in the afternoon. Pupils from the other schools come in the afternoon and have their physical training. We have also a number of fields in different parts of the suburbs as cricket and football fields for the boys, and tennis and hockey grounds for the girls. We do our best, and I think with some little success in that way, to develop a certain public school spirit and to supply opportunities for outdoor exercise, the want of which is generally a great difficulty in public day schools.

1972. (*Mrs. Bryant.*) Does everyone have two hours a week?—Yes, every boy in the boys' high school has two hours a week.

1973. And is it the same with regard to the girls' high school?—Every girl in the girls' high school has nominally two hours a week, but a great many mothers, especially of those girls who live at a distance, seek exemption for their girls. Each school has apparatus, and sends picked scholars to attend the central gymnasium.

1974. (*Lady Frederick Cavendish.*) I suppose you have excuses in some cases?—Yes, we accept a medical certificate, and in the case of girls I think the medical certificates are rather too numerous.

1975. (*Mr. Sadler.*) Do you hear of any parents who object to their children mixing with other children in the playgrounds?—No, not in the case of the boys, and I have not heard of it in the case of the girls.

1976. (*Mr. Llewellyn Smith.*) Are these playgrounds attached to particular schools?—The Governors do not recognise anything of the kind. Theoretically, they regard all the playing fields as equally open to all the scholars, but, as a matter of fact, the boys of one school like to play together. Practically, of our four cricket fields, one is attached to each school.

1977. And, as a matter of fact, do you find that the grammar schools draw from particular localities?—Yes, to a great extent.

1978. Each school does not attract from all parts?—No, I think each school draws from its own locality. It is a very rare thing to find a grammar school boy coming from a locality which naturally belongs to another school.

CONSCIENCE CLAUSE.

1979. (*Mr. Lyttelton.*) Is your religious teaching under a conscience clause?—Yes.

1980. And have you found that to work well?—Yes, we have never had any difficulty at all. We work under the ordinary conscience clause about withdrawing candidates whose parents object, but we also have this order of the Governors: "The masters and mistresses are requested to avoid in "their religious lessons the inculcation of any doctrinal, ecclesiastical, or "critical opinions which they have reason to believe would be regarded "with disapproval by the parents of any of the scholars receiving religious "instruction."

1981. You have not found any of your masters or mistresses object to teach under that restriction, have you;—Well, I cannot say that. In the high school I have had cases in which masters have said, "I would rather "be relieved from religious teaching," and there has been no difficulty at all about our relieving them.

1982. (*Lady Frederick Cavendish.*) Is not the conscience clause put in force?—Not at all, except in the case of Jews as regards the New Testament, and in the case of the few Roman Catholics we have had in the school.

1983. Not in the case of any other denomination?—No, not in the case of any other denomination at all.

MEANS OF SECURING UNITY OF AIM: THE COUNCIL OF TEACHERS.

1984. (*Sir Henry Roscoe.*) Referring to the next paragraph in your summary with regard to the means of securing unity of aim in the different schools, I wish to ask you this question. Birmingham in this respect stands in a different position from any other school in the country, I presume?—Yes, I suppose it does.

1985. Do you think that by any modification of your system a similar means of securing this most important matter could be arrived at for other large centres of population?—I should think it might be difficult to do it by actual legislation, but not difficult to do it by encouraging the formation of such school councils as a voluntary act on the part of head masters and headmistresses.

1986. (*Dr. Fairbairn.*) Would you think that the unity of the governing body was a necessary condition of the being of the council?—No, I should think not.

1987. Do you think it would be quite possible to extend the school council beyond the King Edward's Schools of Birmingham?—Yes, I think so.

1988. (*Sir Henry Roscoe.*) And in that way you get some sort of connexion between the different schools?—At any rate you would get a mutual understanding. It would be known by those who were engaged in school work what others were doing.

1989. You are aware that in Liverpool there is a council of the kind?—Yes.

1990. And you think that that might be applied somewhat more generally than it has been hitherto, with advantage?—Yes.

1991. (*Mrs. Bryant to Miss Cooper.*) Going back to Birmingham, I should like to hear your opinion of such a council?—I should feel that, with regard to extending a school in Birmingham, it would be more desirable to have something bigger than such a school council as has been shadowed forth. I think such an organisation might be called into existence and do good work, but, for a place as big as Birmingham, I think it might be possible to establish an educational council for Birmingham, representing schools and teachers generally with the idea, not of the schools overlapping, but with the idea of keeping up a certain variety of education. It seems to me that the tendency of a school council of this kind is to uniformity, and while we want a certain amount of uniformity, we also want a considerable amount of variety of work. I should think that this might easily be extended, so that there might be an understanding, but I think we ought to have an understanding, not only among teachers, but among governing bodies. The object in King Edward's Schools is avowedly to obtain uniformity where it is necessary for the full development of the scheme, but if they went beyond the set of schools so co-ordinated as they are under that foundation, I think that would tend to too much uniformity in our educational system, and that would be, I should think, undesirable.

DISTRICT EDUCATIONAL AUTHORITY.

1992. (*Sir Henry Roscoe.*) Would you like to see a council founded in Birmingham partly by the municipal council, who have the granting of the money under the Technical Education Act, the school board, and the highest authority of King Edward's School, and of your school?—Yes.

1993. You mean a composite body which should be an advisory and consultative body?—Yes.

1994. But you would not propose that such a composite council should have power to alter or to act as governors or as committees of the various schools?—Not in their corporate capacity, but I should look to some such co-ordination of local effort as the best means of keeping uniformity, and, at the same time, producing sufficient variety. I think it would be a great misfortune for the country if all our higher schools were to fall into a rut either of curriculum or method of teaching.

1995. Do you think the suggestion of forming such a council would meet with general approval in Birmingham, or otherwise?—The approval

would not be uniform, to begin with. It would meet with, I think, a good deal of approval, and I think it would meet with more approval if the representation of teachers is fully secured on such a body. I think its value is perhaps brought out by the fact that probably no one existing body is fully satisfied, because a great many existing bodies would like to have the whole of the work to do. But I think it is the way of combining in a useful whole the different institutions that we have, and giving them the opportunity to grow together side by side without overlapping in the future.

1996. (*To Mr. Vardy.*) Might I ask whether you think such a consummation of things is either desirable or possible?—It will be observed that in the summary of my evidence I have referred to the creation of such an authority, and I have said that the want of this is not so much felt at Birmingham, the reason being that—first of all, the city is not too large for those who are engaged in public work to know one another; secondly, a good many educational institutions are connected by having on their governing bodies members of other governing bodies. For instance, on the governing body of King Edward's Foundation there are five or six who are also governors of the Mason College. Thirdly, in Birmingham happily very intimate relations have for many years existed among teachers of all grades of schools. We have been in the habit of seeing a good deal of each other; therefore we have not felt the want of a district authority so much as it may be felt in other places. I said further that a district authority might be useful in linking existing institutions more closely, and in supplying deficiencies, but it should interfere as little as possible with existing governing bodies. I think it would be well that it should embrace a rather larger area than the city of Birmingham. It should take in the neighbourhood; it should take in, perhaps, as large a district as that from which we draw our pupils. Then it would be able to take a broader view of the wants of the locality, and would be able to link together those schools which really belong to Birmingham, though they are outside the limits of the municipality.

1997. Do I understand that this district authority, as suggested by you, would be merely advisory, or would it have executive powers?—I think it would have executive powers to some extent. I should like to see it taking something like the same position as is taken by educational committees of county councils in Wales. Where a school was wanted, if funds could be found, such an authority could establish the school, giving it its own governing body, or at any rate it might assist in establishing such a school.

1998. How far would it interfere with the government of existing schools?—It ought to leave those as free as possible, I should think. I quite agree with what Miss Cooper said about the necessity of variety as well as uniformity in our educational institutions.

1999. (*Dr. Wormell.*) And what should check such a body in establishing new schools so that it should not establish them where they were not wanted?—I think it ought to check itself. If it were sufficiently representative, I think there would be no danger really of its attempting to cover ground which was already covered.

2000. (*Mr. Lyttelton.*) You do not think that there is any necessity for an appeal to a higher authority still, do you?—I have gone on to say that there should be a central authority which should advise and control district authorities, that central authority consisting partly of representatives of Government and partly of educational experts.

2001. (*Sir Henry Roscoe.*) You mean a Minister of Education with a council?—With a Council of Education.

2002. Consultative?—Yes.

2003. (*Mr. Llewellyn Smith.*) What is your view as to the composition of the district authority?—That would depend partly upon whether it had any funds at its command. Of course, if I had the control of any rates

the ratepayers ought to be represented upon it. I think it should also have representatives of governing bodies of existing institutions, and it should certainly have representatives of the teachers.

2004. Of all the teachers of the district?—Yes, I should say so, but of course it is a large subject.

2005. (*Dr. Fairbairn.*) Should it not also have representatives of school boards?—Well, if one must enter upon that point, my own ideal of the organisation of education in England would include the devolution to those district councils of very much of the work that is now being done by the Education Department, so that ultimately primary education as well as Secondary Education would be under the direction of these district authorities subject to the control of the central authority.

2006. Would not this make necessary then a representation of the Board?—Certainly.

2007. (*Mr. Yoxall.*) But even in the present, if one can imagine the setting-up of a district authority to control Secondary Education alone, do you not think that there ought to be upon that body some representation of the teachers and managers of public elementary school in order to secure that the arrangements of that local governing body should be such as to give fair play to the aspirations of children from public elementary schools?—Yes, I should agree with that.

CONTACT OF SCHOOLS WITH PLACES OF HIGHER EDUCATION.

2008. (*Sir Henry Roscoe.*) Have you anything to say with regard to the contact of schools with places of higher education; how are you to bring them in contact with universities?—Our grammar schools are now in contact with Oxford and Cambridge through the local examination; with the London University through the Matriculation Examination; and of course with the Mason College which is our local college. The Mason College completes the grammar school course for most of the subjects, and from each of our grammar schools there is an exhibition tenable at Mason College or at some other place of higher education approved by the governors. Most of those who have obtained leaving exhibition from the boys' grammar schools go to the Mason College. I do not think the Mason College is a very good channel for grammar-school boys or girls who want to go to Oxford or Cambridge. My only reason for saying this is that the Mason College sends very few pupils indeed to Oxford or Cambridge, so that a boy or girl going there to work for Oxford or Cambridge would have to work almost alone, whereas in our own high schools such a boy or girl would find classes composed of others who were preparing for the same course.

2009. (*Dr. Wormell.*) Do any boys from the grammar schools go up to the universities and compete for the open scholarships?—No; the limit of age prevents that. A boy must leave the grammar school when he is 16 or 17, and he is too young to go up to the universities.

2010. (*Dr. Fairbairn.*) Do you think that 19 is really a desirable age for boys to go up to the university, or do you think it would be possible to prepare them sufficiently say two years earlier?—I think that so far as the mere preparation for passing examinations goes, it might be completed by the age of 17. There would be no difficulty as regards the entrance examination of the university. Of course it would lower the standard of the honour tripos, but my main objection to it would be that I do not think a boy or girl of 17 is really fitted for the freedom of university life. They need more control.

2011. (*Mr. Lyttelton.*) You would see an objection in this, too, would you not: that the schools would suffer in having so large a number of the older boys taken away from them?—Yes.

2012. (*Dr. Fairbairn.*) Is it not the case, however, that the limit of the age of 19 is a comparatively recent thing as regards the universities?—I do not know at all from my own experience. Of course one hears of boys who used to go up at 14 or 15, and one of my own scholars has recently obtained a Balliol classical scholarship at the age of 16, but I do not think

that boy is ripe for university life. I think he would be very much better for staying at school for another two years.

2013. Is it not the case that Thomas Arnold, John Henry Newman, and John Keble, the most distinctive Oxford men of their generation, came up at 17 years or earlier?—Yes. I imagine that at that time university life was not quite the same thing as it is now. There was not quite the same development of athleticism, and probably there was not quite the same freedom that there is now.

2014. Does not this very much affect the schools supplying the universities, and the universities supplying professions, in so far as men graduating at 23 with their professional work still to do, or their professional degree still to take, are very heavily handicapped for the work of life?—On the other hand, of course, when they enter their profession they take a very different position from that which they would have taken if they had completed their studies very much earlier. At least that is my own experience.

2015. Do you think that the age of 28 (for that is what it practically comes to) is an age suitable for beginning the practical work of life?—I should demur to 28, I think. A medical student at Cambridge begins his medical studies certainly as soon as he has passed the first part of the Natural Science Tripos, which he would pass at 21, and he would complete his medical studies at 25 or 26.

REGISTRATION AND TRAINING OF TEACHERS.

2016. (*Sir Henry Roscoe.*) Would you give your views on the subject of the registration of teachers?—First of all, I think that the registration of teachers is in itself desirable, and I know that it is desired by Birmingham teachers. We have discussed the matter again and again there, and we have been unanimous in expressing our conviction that the registration of teachers is almost a necessity if English education is to be organised at all. We also hold very strongly indeed that in one register should be included teachers of all grades—teachers in primary schools as well as in secondary schools; but that the register should indicate the nature of the qualifications possessed, whether it be a Government parchment or a degree of a university.

2017. You say all existing teachers as well as those about to become teachers?—Yes. I think the sooner all teachers are placed on such a register the better.

2018. What would you say as to the method of determining the amount of recognition which in your mind would be advisable?—As regards existing teachers, do you mean?

2019. Yes. I would refer, for example, to a university degree. Would you have any means of ascertaining their efficiency in teaching power?—Yes; I think further that the evidence of a knowledge of the theory and practice of education should be required in addition to any literary or scientific degree or certificate.

2020. How would you obtain that evidence?—As regards the masters, and mistresses also in the higher schools—those that are directly in contact with the universities—I think that the training should be given at the universities. I think it should form part of the university training. Facilities should be given at Oxford and Cambridge for the training of teachers just as now facilities are given for theological or medical students.

2021. What facilities are given for theological students?—The theological schools.

2022. I understand that you mean by the theory and practice of education that there should be means by which the candidates should actually teach?—There might be a difficulty perhaps about the institution at universities of schools for practical teaching. But at any rate instruction in the theory of education might be given there, and then the testing of practical efficiency might come in the schools themselves. They might be attached on probation.

2023. That would not touch the course of the existing teachers. That would be only with reference to the candidates for the teaching profession? —I should like to see existing teachers at any rate have within their reach the opportunity of showing that they were qualified to teach.

2024. You do not think there is sufficient in the success or otherwise of their teaching already to enable them to obtain that registration which is the only point in question?—I think it might very well be further tested. Perhaps it would be undesirable to make the tests too hard, but if there were a few commissioners appointed, I should be very glad indeed to take a class, for instance, before Mr. Fitch, and let him judge whether I handled that class properly or not, and I should value very much the entry against my name in the register showing that I was qualified to teach as well as that I possessed a university degree.

2025. (*Mr. Lyttelton.*) Do you see any force in the objection that by your scheme you would have the theoretical training preceding the practical, whereas many people think the theoretical and the practical ought to go hand in hand?—Theoretically, I think they ought to go hand in hand, but it would be better to have them separately, to have the theoretical training first and the other afterwards, than not to have them at all.

2026. (*Mrs. Bryant.*) And you are strongly in favour of having training in connexion with the universities?—I think, as regards the higher schools, which draw their teachers from the universities, the training ought to be given there, and I think the colleges might do a good deal to help it. Of course, it is known that at Cambridge there has been for a long time a syndicate for the training of teachers, but I find, as regards my own pupils, their difficulty has been that when once they had got their degrees, unless they were to study medicine or theology, they had no *locus standi* in the college; they were not wanted there. If the college would continue its scholarships, for instance, and give the advantages of scholars to those who were remaining for another two or three terms for the purpose of studying the theory of teaching, I think it would be a great inducement.

2027. (*Sir Henry Roscoe.*) Do the universities possess people who could teach the theory of teaching. Is there a professor, or can such professors be got?—There are some.

2028. Is not the best way of learning to teach to sit under a good master and learn his ways? Is not that better than listening to lectures on pedagogics?—Yet there is a great deal to be learnt, I think, from the books. Of course, you may learn all that books have to teach and yet be a very bad teacher. You may be a complete failure, although you have all psychology and all pedagogics at your fingers' ends; and yet even a good practical teacher will learn a great deal from the study of the best books on teaching.

2029. (*Mrs. Bryant.*) I should like to know whether you would be in favour of a teacher's degree, say at Cambridge (more especially), as the matter has already been taken in hand there, and whether you do not think that would be a very great encouragement to young men who have finished their ordinary course, to remain at the universities. I know with regard to some persons the present diploma that is given to teachers does not attract them much?—I should think it would be a very good thing as far as I can judge of it.

2030. (*Dr. Fairbairn.*) Would you advocate the establishment of chairs pedagoic or something of that kind in the local colleges?—I would.

2031. There is a point with regard to the question of examination and inspection of schools which I should like to ask you one question upon. In your summary you say, "All Reports of Examinations printed in full "for use of Governors but not published"?—We have, especially under the Joint Universities Board, very excellent examiners, but even the best examiners are not infallible, and I think that sometimes, it might be, great

injustice would be done to schools and also injustice would be done to teachers if the reports were published *in extenso*. To study an examiner's report requires to some extent a special education. You want to read between the lines. The public are not able to read between the lines and may be often very much misled.

2032. There is one other point which is not exactly related to this, but I am anxious to have it on record. You have no *ex officio* governors of any of the King Edward's Schools?—No.

CONSTITUTION OF THE GOVERNING BODY OF THE FOUNDATION.

2033. The constitution of your governing body is what?—There are three different elements. The governing body consists of 21 members. Of those, eight are elected by the town council, four are nominated, one by the University of Oxford, one by the University of Cambridge, one by the University of London, and one by the teachers of the foundation. The other nine are co-opted by the whole body. I think that each one of those three elements is extremely valuable. The Town Council of Birmingham has been very fair and very wise, I think, in their election. They have sent us their very best men, and they have not scrupled to go outside the council in order to appoint governors if they thought it would be an advantage to the foundation. Mr. George Dixon, for instance, is one of our town council governors but not a member of the Town Council. The late Dr. Crosskey was another. Then the nominated governors have been exceedingly useful. It is invidious to mention names, perhaps, but I am sure that everybody would say that the services of the late Professor T. H. Green, Dr. Harper, and Dr. R. W. Dale, the present representative of the University of London, have been invaluable. Then the third element—the co-optative element—is also very valuable, because it enables the governors to secure the services of some men who are not, perhaps, quite prominent enough to be appointed by the town council, but who are good men; and these co-optative members serve as a sort of conservative element on the board. They have not their constituencies behind them to press them in one direction, and they are more at leisure to look backwards and forwards.

2034. Have you any opinion as to whether it would be desirable to have resident university men nominated by the universities?—I think either they should be resident at the universities, or they should be men who are quite in touch with the universities. For instance, one of our representatives of the University of Oxford, Dr. Jex Blake, was not actually resident at Oxford at the time, but as an ex-headmaster he was thoroughly in touch with the university, and was quite as useful a member of the governing body as if he had been resident at Oxford.

2035. Do you think it would be possible to make financial arrangements by which it could be made more easy for resident members of the university to attend?—I think our governors would be very glad to see such resident members of the university and to pay any expenses they might incur in attending the meetings.

2036. (*Mrs. Sidgwick.*) Have you any view as to whether it is desirable to have a variety of agencies undertaking the examination of the schools?—I think a variety of agencies is a very good thing.

2037. (*Sir Henry Roscoe to Mr. Vardy.*) Have you anything more to add?—No.

(*Sir Henry Roscoe.*) On behalf of the Commission I thank you for the valuable evidence you have given.

The Rev. A. R. Vardy withdrew.

Adjourned to to-morrow morning at 11 o'clock.

EIGHTH DAY.

At Westminster Hall, Wednesday, May 23rd, 1894.

PRESENT:

THE RIGHT HON. JAMES BRYCE, M.P., IN THE CHAIR.

The Right Hon. Sir J. T. HIBBERT, K.C.B., M.P.
The Hon. and Rev. EDWARD LYTTELTON, M.A.
The Very Rev. The DEAN OF MANCHESTER, D.D.
The Rev. A. M. FAIRBAIRN, D.D.
Mr. RICHARD C. JEBB, M.P.
Mr. RICHARD WORMELL, D.Sc.
Mr. M. E. SADLER, M.A.
Mr. H. LLEWELLYN SMITH, M.A.
Mr. GEORGE J. COCKBURN.
The Lady FREDERICK CAVENDISH.
Mrs. BRYANT, D.Sc.
Mrs. HENRY SIDGWICK.

The Hon. WILLIAM N. BRUCE, *Secretary.*

Miss A. J. COOPER recalled and further examined.

BIRMINGHAM MUNICIPAL ORGANISATION OF EDUCATION.

2038. (*Sir John Hibbert.*) I understand you wish to speak upon the question of administrative machinery. Would you kindly make your statement. I suppose it is in respect to Birmingham especially?—Yes. I think it will be most profitable if I began by explaining some of the connexions of educational institutions in Birmingham first. In addition to the King Edward Schools, the arrangements of which you heard full particulars yesterday, we have the municipal body directly controlling some of the educational work of the town. It appoints a committee which manages the School of Art. That committee is composed partly of its own members and partly of outsiders, experts. It has established a technical school. That committee also is composed partly of members of the municipality and partly of outsiders, other experts, appointed by them. Amongst those experts it should be noticed that there is a practical teacher in the person of the Principal of Mason College.

2039. Is he upon the committee *ex-officio* as head of the college?—No, but he has been put on because of his position. It is not an *ex-officio* position.

2040. (*Dean of Manchester.*) Is he always on as a matter of fact?—The whole theory is rather new. He is not *ex-officio* on, but he probably always would be on.

2041. Would the city council appoint him?—Yes.

2042. They take the initiative, do they?—Yes, they appoint a committee. Those are institutions under the direct control of the municipality. In addition to that the municipality is in official connexion with Mason College and King Edward's School, as Mr. Vardy explained. Mason College has a body of trustees; about half of those are appointed by the town council, and out of those trustees a certain number form the council of the college to manage it. In that way all those institutions are brought together.

2043. (*Sir John Hibbert.*) Does the municipality provide any of the money for carrying on those institutions?—It is responsible for the

finances of the School of Art, and the technical school, but it is not required to furnish funds for those institutions on which it is represented. It furnishes funds for those which it directly controls.

2044. Does it furnish funds for Mason College?—No, its is simply represented on the governing body of Mason College.

2045. (*Dean of Manchester.*) I gather from all you have said that they are selected persons in every case?—The town council appoints a fixed number of the Trustees of Mason College.

2046. (*Dr. Wormell.*) Is that in the scheme?—Yes, it is in the scheme.

2047. (*Sir John Hibbert.*) Those persons may be either members of the town council or persons from outside the town council?—Yes, but they are representatives of the town council. The Midland Institute has also on its governing body governors appointed by the town council.

2048. Is the Midland Institute a Birmingham Institution or does it represent a larger area?—It is called the Birmingham and Midland Institute but it is really a Birmingham Institution. It was from some of the classes in the Birmingham and Midland Institute that the nucleus of the technical school was formed, and practically a large part of the technical work has been taken over by the Municipal Technical School.

2049. (*Dean of Manchester.*) Are there any other governors of the Birmingham and Midland Institute besides those persons?—Yes.

2050. Who are they?—I have not a list here. There are a certain number of *ex-officio* governors; a certain number of representative governors; and a certain number of governors elected by the subscribers to the institute.

2051. I see you say in your memorandum that the full educational council in Birmingham would include members appointed by the municipality, the school board, the Midland Institute, King Edward's School, and the teaching profession. You mean in your idea if it were perfected, but they are not included at present?—We have no educational council for Birmingham at present. It has yet to be created.

2052. (*Dr. Wormell.*) Is it under a scheme that those representatives are appointed?—It is in the constitution of the institute.

2053. (*Dean of Manchester.*) With regard to the local taxation money, in many cases, as you are aware, the municipal council of the borough administers it?—Yes.

2054. How is it in Birmingham?—It goes into the municipal fund, and out of the municipal fund money is found for the educational institutions directly controlled by the municipality. It is practically used for educational purposes, but it is not first handed over specially as one fund.

2055. You allude to the school board. Do they make a grant to the school board or to the higher grade school in Birmingham for technical purposes?—No. They have used it in establishing their own technical school.

2056. Does none of it go to the school board?—No.

THE TRAINING OF TEACHERS.

2057. (*Sir John Hibbert.*) Have you any other suggestion to make as to what would be desirable in the form of an educational council?—I think there is one institution in Birmingham that ought to be mentioned which is connected with several other institutions, that is the Day Training College. It was formed by the school board in connexion with Mason College, and on the governing body of that the school board is represented. Mason College is represented, and one or two educational experts have been co-opted to serve on the governing body of that day training college. The work is partly Mason College work and partly special training college work.

2058. Is that training for teachers?—Teachers for elementary schools.

2059 (*Dean of Manchester.*) The new day training college system in Birmingham appears to be under the direction and administration of the school board?—Of its own board of managers.

2060. But it is not a department of the school board?—Not technically.

2061. I dare say you are aware that in many places, for example in Manchester, Owens College has a day training college?—It has not yet formed a part of Mason College in the same way. The question of the taking over of the work by Mason College has been mooted, and in connexion with that there will probably be considered some scheme of development in which secondary teachers might be trained together with the elementary teachers in the day training college.

2062. (*Sir John Hibbert.*) And I think you suggest that smaller bodies might be brought into touch with this proposed council?—Yes.

2063. (*Mrs. Bryant.*) In connexion with the training have you any special suggestions to make as to the kind of training which you think might be desirable as a modification of what is already done?—Do you mean locally or generally?

2064. Take Birmingham?—The development to which I should look forward here in Birmingham as altogether satisfactory is the greater connexion of the day training college with Mason College; the establishment of a distinct department of education at Mason College, and such an arrangement of the theoretical part of the curriculum that teachers of different kinds might study together there. I should like to see in connexion with that, teachers doing practical work in different schools of the town.

2065. (*Dean of Manchester.*) As practising schools?—Yes. As practising schools, and I think the work of the practical school in secondary schools is not yet fully understood. A considerable body of experience must be got together before we can finally decide on the best form that such training can take.

2066. Is it practically your opinion that secondary teachers have not had corresponding advantages to those which elementary teachers have had in the way of practising?—That is not exactly my point. I think that women teachers in secondary schools are much better off than men teachers. There are two training colleges for women teachers in secondary schools, besides a training department in a women's college, Bedford College, and in all of those some amount of practical work is included as a necessary part of the curriculum. Personally I consider that it is extremely easy to lay too much stress on the work of the practising school; that what we need to raise the teaching profession is to insist upon thorough professional training in the theory of education from our best teachers, and that the suggestion that has been made that a degree in education should be established is a valuable one as tending to promote a higher study of work all round.

2067. (*Mrs. Bryant.*) Would you include in your scheme a professor of the subject or the group of educational subjects?—Yes.

2068. You think it should be a distinct department of the college?—Yes.

2069. (*Mr. Lyttelton.*) Do you see any force in the objection that many of the young teachers would find great difficulty in finding the time and the money?—I think if you have a day training college a good many of the difficulties are overcome. It is extremely difficult to find money to go away and be trained, but it is not so difficult to remain at home and receive your training at a college, when you can still be living at home.

2070. (*Dean of Manchester.*) Is that really so? Take the residential colleges, for example, in elementary education. It is a comparatively small expenditure, and when you take the living at home and put that in the scale, perhaps there is not so much difference in the expense as you would imagine?—I think we find that under the present regulations laid down for the day training colleges by the Department, it is easier for the teachers to remain in Birmingham than to go to a first-rate residential college.

2071. Do you find that practically?—Yes.

2072. Still Mr. Lyttelton's question is scarcely fully answered even yet. I mean in this way: you have to consider not merely the actual expense, but the non-earning opportunities of these young people?—Yes.

2073. Is not that rather a serious consideration; would not there be required to be some help from some source given to these young people: is not it desirable that there should be some pecuniary help afforded?—Eminently desirable; but I think we must also remember that we want to impress upon the public mind that teaching is an important profession and needs a special preparation, and that preparation must be paid for, so that it may be first rate.

2074. (*Mr. Lyttelton.*) In Birmingham, at the present time, is there a large number of women teachers who have not been trained?—The number is decreasing. In secondary schools they have had some kind of training, but still there is a considerable proportion of the women teachers in secondary schools who have had no direct professional training.

2075. Is that due to the obstacle I spoke of, or from scepticism as to its value?—Both causes operate.

2076. (*Lady Frederick Cavendish.*) Do you find among your mistresses, and do you feel yourself, that, as far as we have got hitherto, experience, coupled with inborn ability, has better results than training?—Not than the best kind of training, but better than a great deal of the training that has hitherto been given.

2077. (*Mrs. Bryant.*) I suppose you would say, as has already been well said, a teacher has first to be born and then trained?—Yes, and I attach great value to the full realisation on the part of the teacher of the problems of education. I think that to bring that home to the teacher is one of the best methods of laying a foundation of right training.

2078. (*Mrs. Sidgwick.*) At present I think that in engaging teachers for your own school, you do not require evidence that they have studied either the theory or the practice of education?—No, but we should very seldom engage a teacher who had had neither training nor experience, which, of course, is a form of training.

2079. (*Mr. Lyttelton.*) Would you tell us if your experience as to the comparative value of theoretical training and practical training is largely shared by other mistresses?—No, I do not think that the opinion of head-mistresses is made up on the matter of training. Some of them are still sceptical as to the value of any formal training.

2080. (*Mrs. Bryant.*) I should like to understand what your opinion is with regard to this important question upon which, as I know, there is a difference of opinion among those persons who have specially to do with the question of training teachers. Would you prefer, in connexion with a system of training of teachers, that there should be several different schools or that there should be one practising school. In other words do you prefer the system of the Maria Grey Training College in London, where there is a practising school, or the system at Cambridge, where several schools are used?—I do not think either is my ideal for the training college.

2081. (*Sir John Hibbert.*) What is your ideal plan, if you have one of your own?—For Birmingham, which would be typical, I should like to see a department of education in Mason College, with a first-rate professor at the head of it. I should like to see arranged courses of lessons in the theories of education—the psychological basis of it, that is—the history of education, and its methods; lectures on methods as they now are, and the conditions of educational problems. With regard to the secondary teachers I should like them to have two kinds of training. I should like them to be able to visit schools, and to watch the methods of the best teachers who are there employed. I should like them after some experience of that kind to be employed as assistant teachers, giving part time under such first-rate teachers. I think they might also gain a great deal from some sort of class lesson of a mutual improvement kind, such as often

exists in some of the American Training Colleges for Teachers; and I should consider that such a kind of training would be the most valuable for secondary schools. At present I should not wish to interfere with the arrangement of practising schools as it exists for elementary teachers.

2082. (*Dean of Manchester.*) Why not? Are you aware that in day training colleges there is sometimes almost a conflict between what you may call academical training and the training for the purpose of teaching?—It is not so in our day training colleges. I am on the Board of Managers myself.

2083. I am very anxious to hear about that. Will you please give us your experience?—I was one of the co-opted members, and I have followed it very carefully. There has been no conflict at all of that kind, and the work that is being done in the elementary schools that are used as practising schools is satisfactory from every side; it is satisfactory to the teachers in those schools, to the board of managers, and to the Department, and the whole plan has worked extremely well. The college has been well filled all along, has been allowed to increase its numbers, and it has further lately developed a new class by which the entrance of intending teachers from schools like King Edward's School, or our own high school, is made easier. That is to say, a class has been formed for the preparation for the Queen's scholarship work, and some of the more technical details of elementary school work on the part of those intending teachers who have not passed through the elementary schools; so that it is possible to go in without any student teachership, and yet to get some of the advantages of the student-teachership work. That has only just come into existence. It was done specially to meet the needs of some of those intending teachers who have been through the schools of King Edward's foundation. I hope myself that one of my own sixth form girls will enter that class in September, after taking a higher certificate of the Joint Board and pass on to the elementary schools in Birmingham in due course.

2084. May I ask how many you have in your day training college at Birmingham?—Our full number now for the two years is 90—45 in each year.

2085. Is that men and women?—No, all women. We have no men's department at all.

2086. How long has this system been established?—I think it is just beginning its third year.

2087. Has it been inspected twice?—Yes. Mr. Fitch has been twice. Mr. Fitch came until lately. He has paid two or three visits to us.

2088. And was he very well satisfied on both occasions?—Yes, and the last examination results were extremely satisfactory.

2089. Was he accompanied by his sub-inspectors?—Yes, he came down and his assistant inspectors also. The details of the results of the examinations can be found of course in the Blue Books of the department.

2090. (*Sir John Hibbert.*) You have very clearly stated what your proposed system would be. Do you contemplate in that system the granting to teachers who have gone through the different courses some kind of certificate or diploma?—Yes. At present it exists for elementary teachers, and we want to have one for secondary teachers.

2091. (*Lady Frederick Cavendish.*) Your plan would only apply to those who could not go to the university. Is not that so?—Yes, those who prefer for some reason or other to get their training at home instead of proceeding to the university.

2092. (*Mrs. Bryant.*) You do not mean to substitute the training for university education?—No. Of course it is possible to carry on higher education at a place like Mason College, and I shall hope that some development of the work at Mason College would supply not exactly university education, but something of that nature for such teachers as could not afford to take up the university course at one of the older universities.

2093. (*Lady Frederick Cavendish.*) You mean on the ground of expense? —Yes.

2094. (*Dean of Manchester.*) If Mason College is properly equipped surely it is on all fours with a university?—Yes.

2095. And if you get into the hands of Mason College, which I can clearly understand, and which is really a university college, and the whole matter is put under that authority, then you have something tantamount to a university?—Without the advantage of residence.

2096. Of course?—At present the work of Mason College is not fully developed. The friends of the higher education in Birmingham at present look forward to the establishment of a midland university. At present the degrees of the University of London are taken, but Mason College would be freer to develop if there were a midland university.

2097. I suppose you consider that residence is a very important factor? —Very important.

2098. (*Sir John Hibbert.*) I suppose there are very few out of the numbers that go through your course of training who would be able to bear the expense of going to a university?—Compared with the whole number of teachers required in elementary and secondary schools, I think few would be able to bear the expense of going to a university, and there is another set of teachers required beyond those wanted in our public schools for girls. We want to supply a better type of private school teachers, and we want also to supply a good type of private governess. If family teaching is to be adopted at all in the future, we want to send more cultivated teachers into the work.

2099. (*Mrs. Bryant.*) Do you conceive that the best of the secondary teachers or those about to become teachers who are being trained in this training college or training department should eventually have taken the London University degree or the degree of the other university if established, and should afterwards qualify themselves as teachers, and I presume receive a university certificate, or degree, or whatever the best qualification is, that the university in question might be disposed to give them?—Yes.

2100. Would you like it to be a university qualification?—Yes, I should, based on a university degree for general education.

2101. (*Mrs. Sidgwick.*) And what would be your view about Oxford and Cambridge, how would you arrange about the training of intending teachers studying at Oxford and Cambridge?—Several experiments are being tried at present, and I think we want to see the result of some of those before we can be quite sure. At Cambridge the work is being done on one plan. Very little is being done comparatively at Oxford, and the difficulties at present are very great. An intending teacher who can afford the expense of a university career is not able always to afford the additional expense of a further year for training in teaching.

2102. (*Lady Frederick Cavendish.*) When that is the case, should you recommend a person who could not afford that further year to knock off her final year at the university in order to put in the year's training?—Certainly not.

2103. (*Mrs. Sidgwick*) Then I suppose you prefer to meet the difficulty by the Dean of Manchester's suggestion that there should be ample scholarships?—Yes.

2104. (*Dean of Manchester.*) Or support of some kind?—Yes.

2105. (*Mrs. Sidgwick.*) You would prefer a full academical course to the combination of a partial one and training?—If it is possible to put in anything with the academical course, and yet not a full course, I think that with the trained mind that you ought to get in the case of those who are just graduating at our older universities it is possible to imagine a shorter course of theoretical work and applied theory without going through the actual practising school. And I can conceive a course of lectures well planned that might be fitted in during the last year of academic life, or

perhaps in the year preceding the last, which would be of immense help to a teacher when she afterwards went into a school, if she had not been able to have the full training of a regular teaching course.

2106. (*Mr. Lyttelton.*) And do you think that that could be dovetailed in among the work for the degree?—I am not quite sure, but I think something might be done, and a little well done is worth a great deal.

2107. There is a possible way of supplementing that, which is that women teachers should be appointed for a year on probation at each school, and during that year they should have theoretical training, and begin the practical training under supervision. Would you favour any such idea as that?—The difficulty would be to provide sufficient theoretical work. But of course in a case like Birmingham such a difficulty would be met by sending such teachers for their theoretical work to the educational department at Mason College. They might carry on their practical work in the school under the supervision of the older teachers, and such a plan would, I think, be applicable, so that our education department at Mason College would not only meet the needs of its own graduates, but might meet the needs of the graduates from the older universities who might happen to be teaching in the neighbourhood.

2108. Then you would want them to be supervised not only by teachers in the school, but by teachers outside?—I think their practical training would be best done in the school to which they were attached, but I think their theoretical work would be best done by the professor or his assistant at Mason College.

2109. Would the older teachers have the time and energy to devote to the practical supervision?—It must be made.

2110. (*Mrs. Bryant.*) Do you not think there is another difficulty besides that suggested by Mr. Lyttelton, namely that there would be no means of departing from the old-fashioned ways of doing things if the young teachers were only trained by the old teachers. Do you not think it is necessary to be under the personal influence of a certain number of persons who have made a special study of the subject?—I should meet that difficulty by a plan which is adopted in France, with, I think, great advantage. I should like to see a large system of travelling scholarships for teachers. I should like the inducement to take the teaching course to be not simply the inducement of taking a higher place in the profession from the beginning, but I should like it to have the additional advantage of extended experience of foreign schools or schools in a different part of your own country from that in which you are likely to teach. The French Government sends teachers with travelling scholarships to England, or to Germany. Those who are going to specially teach the languages in the schools, and those who have proved themselves, by examinations, some of the best of the scholars, are sent. The plan has many advantages, I think. It works with some difficulty, because the French teacher is not so ready to travel as the English teacher would be, and practically some of these scholarships are really going begging in France. The work is extremely interesting, and I have had during this past year one of their *boursières* from one of their schools, and I can see how the experience she is gaining in England is enlarging her experience generally. She has been in a primary school, she has been in a normal school, and in the higher normal school at Fontenay, and will go back not to be a mistress in a school, but to be a mistress in a normal school in some part of France. She belongs to elementary education in France.

2111. (*Dean of Manchester.*) And do you anticipate all this as good for English girls?—Yes, decidedly.

2112. (*Mr. Lyttelton.*) Does this French teacher teach in your school or does she only look on?—We have planned a very little teaching for her, but she has come to see educational methods and to perfect herself in English, which is to be her subject when she returns. I think we want a modification of that plan for our teachers, but that is the plan as it is

worked in France, and a system of travelling scholarships on a somewhat different plan would be an immense gain for our English teachers.

2113. (*Mrs. Bryant.*) In the French case, where does the money come from?—The State.

2114. And how many scholarships are appointed in a year?—Six, for women. It is going to be extended to men, I believe; but I do not know any of the regulations as to that.

2115. (*Dr. Wormell.*) Has not a similar plan been in existence with regard to men now for years. Do you know that the college at St. Cloud for men corresponds with that at Fontonay which you mentioned for women, and has adopted the same course?—I do not know so much about that. There are also scholarships for some of the men, but not necessarily teaching scholarships. There are other scholarships, and there are young men sent over to study business life in England.

2116. I am thinking of training *boursières* for teachers and belonging to these colleges?—I believe it exists, but I do not know anything of the working of it.

2117. (*Dean of Manchester.*) I want to ask you a broad question on which you have had large experience. It is with regard to the moral discipline in the day training colleges. So far as your experience has extended, has that proved to be satisfactory?—I have been surprised at its success, and this confirmed what surprised me a little when I first began day-school work for girls. I am surprised to find the good influence a girl carries through her life from the comparatively slight intercourse she gets from her teachers in a day school. And the same phenomenon exists in the day training college. I have seen the students intimately; I have been down amongst them, and they have come to me to make use of our school buildings for some of their social gatherings, and I have been struck with the admirable tone of manners and morals amongst those students.

2118. That is the very thing I wanted to ask you. You have *réunions*, so to speak?—Yes.

2119. And is that constantly in operation?—Yes, as much as we have space for. At present we have no buildings of our own, but we have a room where some social meetings can take place, and when we want a large gathering other rooms are available. The School Board lends them a board school, and for some of their gatherings we lend them our high school buildings.

2120. (*Sir John Hibbert.*) You mentioned a number of representative educational bodies in Birmingham. Have you lady representatives generally speaking on all those bodies?—Not on all of them. There is no lady on the governing body of Mason College, but some of the authorities feel the need of some such representation, and the best mode of bringing it about has been discussed.

2121. Are there any ladies amongst those who are appointed by the city council?—Not hitherto. In the case of the technical school where they are appointed entirely by the town council the work has been hitherto only for boys and men. Women's technical education has not been taken up as a whole as yet.

2122. (*Mr. Llewellyn Smith.*) Not in the School of Art?—Yes, it has in the School of Art.

2122. (*Sir John Hibbert.*) You have lady representatives on the college for the training of teachers, I think you said?—I am, myself, one, and the other lady is the mistress of a Kindergarten — Miss Bishop, who was Kindergarten instructor under the London School Board.

2124. (*Mr. Cockburn.*) It has been suggested in some quarters that educationally there is such a marked inferiority in the status of our primary female teachers that it is quite impossible that they should be mingled in mixed classes or in mixed day colleges for men and women, because of this marked inferiority educationally. Have you any such

experience as would enable you to express an opinion upon that question? —The women students in the day training collage attend classes at Mason College, and all the classes at Mason College, except the medical school, are open to men and women indiscriminately.

2125. And are conducted for both?—Yes, and are conducted for both. There are also societies such as the students' union, of which men and women join in the management, and our students take part in those societies as well as in the classes which are mixed, and we have had no trouble of any kind hitherto.

2126. Then the inference I may draw is that girls taken from the Queen's scholarship list in a high position would probably be able to hold their own with men in the arts course in the day training colleges, where a day training college is conducted. Is that so?—That is not exactly what I should like to say. It is found that some of the Mason College work is very severe on the women students, and the day training college authorities arrange a system of coaching, by which they are enabled to take part in such work, and by which they get, as it were, two educations at once, the higher education of Mason College, and the preparation for taking full advantage of that education.

2127. Putting it in a practical way, at Mason College you have a day training college only for girls?—Yes.

2128. Do you know of any difficulty which would prevent that being converted into a day training college for men and women?—I think the two sets of students could be combined in one department.

2129. (*Mrs. Bryant.*) For theoretical work?—Yes, a large part of it at any rate.

TECHNICAL EDUCATION FOR WOMEN: NEED OF ORGANISATION.

2130. I should like to know what your views are with regard to the supply of technical education for women?—We have not the right teachers for our technical education yet. I think we want a type of teacher who combines a very wide general knowledge, a special knowledge of the educational problem, and a sufficient knowledge of the special handicrafts, or other technical work which is in immediate contemplation, with the work she is doing. We have not such women at present, and I think we need some kind of training by which we could gather such a body of teachers before we shall have our technical education for women properly organised.

2131. But cannot you suggest what sort of institutions you think are necessary? Do you think there ought to be a sort of separate technical institution for women?—Do you mean for the training of teachers?

2132. No, for technical education?—I think we want both kinds of schools. In our elementary schools for girls we want above the regular school age probably two types of elementary schools, one that should be more a general training in the home arts and crafts as they have been called, and one that should more specially prepare for some calling—not exactly a trade school, but one that should give a kind of aptitude that should enable girls to take up work beyond what home life demands from them.

2133. (*Sir John Hibbert.*) I do not know whether it is within your experience that women (we have had experience of it in Lancashire) are beginning to devote themselves to book-keeping, and that branch of commercial education. Have you had any experience of anything of that kind?—I think in all large centres there is a certain number of women who take up such work. There is a very large development of typewriting and shorthand work in all offices in large towns, and in our own particular neighbourhood training for such work is provided at the Midland Institute, so that we have some nucleus of women's technical work there.

2134. (*Dean of Manchester.*) For example, what sort of technical work? —Work on the commercial side. There are classes which both men and women may attend, and which they both do attend for typewriting, short-

hand, book-keeping, commercial correspondence, modern languages, with a view to commerce—Spanish, German, French, and so on.

2135. Is not this undertaken in the evening schools of the school board?—Yes, but not so largely as it would be if it were not for the existence of this department of the Midland Institute.

2136. Then there exists there what there is in so many other places, namely, that overlapping which you do not want to have in Secondary Education?—It is not exactly overlapping.

2137. Shall we call it competition?—No, it is rather that the evening continuation schools prepare for what is taken up more completely in the Midland Institute.

2138. And is this carried on to any very great extent. I do not know whether it is within your experience, but in Manchester, for example, we have an enormous development of that sort of thing, and the work that is going on in the evening continuation schools is quite remarkable. Is it so in Birmingham?—It is not so great, because of the work that is being done by this other institution. It is not needed. Besides, of course a school board is always reluctant to draw upon rates when there is an institution like the Midland Institute, which is aided by local subscriptions, and which has a certain fund to draw from without taking the money from the rates.

2139. (*Mrs. Sidgwick.*) Is the Midland Institute entirely devoted to evening classes?—No, it has some day classes as well, and some of those are largely attended; but it is not a large system of them, and the need for this is rather dying away. The day classes existed especially for ladies before there was any large development of the Secondary Education for girls in Birmingham. They were very flourishing when I first knew Birmingham, but since then various good schools have been established for girls. Mason College has come into existence, and other educational authorities have been at work, so that the need for those special classes is lessened, and therefore some of them are not so largely attended. The evening classes are very largely attended, and an institution like the Midland Institute is able to try new plans. It has now turned its attention to the development of a school of music; it has the nucleus of a local Conservatoire, and it hopes to develop a school of music which should take a good place in the country with other schools of music.

2140. And use its buildings in the daytime?—Yes. There is another department of the Midland Institute that makes it rather peculiar. It is really a development of something like an old mechanics' institute. It has what is called a general department—a body of subscribers who have the use of certain reading rooms and so on in the institute building, and it provides lectures for such a general body of subscribers. The lectures are also open to those who are only students, but it has two or three sets of students to cater for, and those who are subscribers to the general department help to provide the fund from which the classes are supported.

2141. (*Mrs. Bryant.*) And are those classes attended by girls of all varieties of social position?—Yes, they vary very much indeed.

2142. (*Dean of Manchester.*) I suppose you will be obliged to say that it is not the higher social class who resort to them as much as you would wish. I do not exactly know how to describe them, whether they are lower—middle, or upper—low, but do you get as many of the right sort of students as you would wish?—In the evening classes of the Midland Institute I think we get the right class. I speak specially from the women's side just now. If any girl wishes to take up office work she would certainly go to those classes to make herself better in her office work.

2143. In whatever social position she was?—Yes, for example, a certain secretary of my own whose shorthand was not very good went down to those classes in the evening to make it better.

2144. (*Mrs. Bryant.*) Does the same remark apply to domestic arts and crafts?—That has not been developed.

2145. I should like to know whether you think that a good deal of attention ought to be paid in high schools to this side of the domestic arts and crafts, or whether you think that the subject ought to be taken up later, after the school course is complete. I do not know whether you differ from me, but I am assuming that it should be taken up somewhere?—I think a certain portion of it should be taken up in high schools from the very beginning, and the method of how it should be taken up is at present under consideration by a Committee of the Head Mistresses' Association, so that the matter is being thrashed out and the best means considered carefully.

2146. Then would you rather reserve your observations?—Yes. My private opinion is that a way may be found.

2147. (*Mr. Llewellyn Smith.*) Can you tell me what kind of subjects you would include under the term "Domestic Arts and Crafts." I do not want you to give me a full list, but will you tell me what class of subjects?—Sewing of course is one which is not simply a handicraft, but may be linked with art teaching; and all the varieties of sewing may lead to something else. I myself in the final development of our needlework for women hope to see that the historic side of it should not be forgotten.

2148. You are developing that side, I believe, in connexion with art schools in Birmingham?—Yes, to some extent, but not nearly enough, and the Royal Needlework School at South Kensington is now taking up the question of design in what has been up to now only productive work. If it is to be the right kind of training for girls at school they must take up the historic side also.

2149. (*Lady Frederick Cavendish.*) Is your religious instruction in your school the same as Mr. Vardy described?—No, our school is rather peculiar. Our religious teaching is voluntary or optional rather, I should say. The difference is, that in Mr. Vardy's school, or in schools of that foundation, a girl whose parents do not wish her to take it asks to be excused. In our school the parents send in the names of pupils to attend those classes.

2150. Have you a large number of parents who do not ask for any religious instruction at all?—Yes, a considerable number, but the proportion varies from time to time.

2151. Do they belong to one or two denominations or is that general?—I think it is general, and religious training is very well supplied outside. I do not think it is overlooked. It is not by any means that the parents who do not ask for it do not care for it, but they prefer to supply it on their own plan in their own way, and we have of course a variety of opinions represented in our school; I should think as great a variety as in any school in the town. I am quite sure that a great deal of religious training is supplied at home.

2152. Under your plan there is actually no conscience clause provided?—No, it is not required.

2153. (*Dean of Manchester.*) They have to ask to have?—Yes, instead of having to ask to be excused.

2154. (*Mrs. Sidgwick.*) In your memorandum you say that "large "subsidies in aid of Secondary Education may lead to the substitution of "fee-supported boarding schools for fee-supported day schools." I do not quite understand that?—I think it would act in this way. At present with our fairly high fees parents can find the money to pay for the children's education, and we draw from certainly the higher middle class considerably. If you had all fees on a lower level, which would be the result of large subsidies, some of the parents who are well able to afford it would prefer to have rather a different kind of school, and they would send their daughters away from home. The result of reducing fees all round would, I think, lead to a large increase to the boarding schools where large fees

would be paid, and where a greater variety of development might perhaps be established.

2155. Do you find, then, that, parents who could send their children to your school would not send them to King Edward's, though the education is precisely similar?—Yes. Of course the money advantage is great, and when money is a consideration King Edward's School may be chosen, but there are parents who prefer our school for various reasons. Partly because it is not inside the town, and there are other advantages as well that make them desire it. I think if that school were altered in character, a good many of the pupils whom we wish to see mixing with the others would prefer first-rate boarding schools.

2156. Partly on social grounds?—Very largely on social grounds.

2157. (*Dean of Manchester.*) I want to ask one question from my intimate knowledge of Birmingham. It is whether the people who live in Augustus Road and other roads in the neighbourhood resort to your school?—Yes.

2158. In large numbers?—Yes.

2159. And have you any scholarships to the school?—No, none.

2160. There is no point of touch therefore with the school board system at Manchester?—No, and we have neither entrance scholarships nor leaving scholarships. It is entirely a fee-supported school.

2161. (*Sir John Hibbert.*) There are several points upon which probably you would like to have spoken if there had been time. Will you be able to place your views upon paper, and send them to the Commission?—I should especially like to place on record my suggestions for the machinery of working the education in future. (*See Appendix No.* 2.)

2162. We should be glad if you would continue in writing the evidence you have given, and place on record your views with respect to the central council, and the other heads which you mentioned in your summary?—There are several points in connexion with local councils which have not been touched upon, such as the definition of the area, and the definition of the powers to be entrusted to such a local body, as well as its constitution.

2163. And also probably with respect to less populous places than Birmingham?—Yes.

2164. (*Dean of Manchester.*) Your summary is really a sketch, as you probably intended it to be, and I notice that with regard to the central council there is no filling in of features. Will you kindly dwell upon that?—Yes, I shall be happy to enlarge upon that, because it is a point upon which I should most like to express my opinion to the Commission.

2165. (*Sir John Hibbert.*) On behalf of the Commission I thank you for the evidence you have given.

The witness withdrew.

H. W. Eve, Esq., M.A., called in and examined.

2166. (*Sir John Hibbert.*) You were formerly Fellow of Trinity College, Cambridge, Master of The Modern Side, Wellington College, and are now Head Master of University College School?—Yes.

2167. Were you also Assistant Commissioner under the Schools Inquiry Commission?—Yes.

2168. And Dean of the College of Preceptors?—Yes.

2169. (*Dean of Manchester.*) What is the style of University College School?—University College School is, in the first place, absolutely unsectarian. It is more modern than classical. It takes boys from nine to 19.

2170. (*Dr. Wormell.*) And it is connected with University College?—Yes.

2171. (*Sir John Hibbert.*) I presume, from the different positions you have held, and the position you now hold, that you have given great attention to Secondary Education?—Yes.

CONTROL OF EDUCATION: LARGE REPRESENTATION OF TEACHING PROFESSION DESIRABLE.

2172. Are you in a position now to make any suggestions to the Commission as to the best mode of carrying out Secondary Education in the country, not only with respect to London, but with respect to the country generally?—I am a little puzzled to make a general statement of that kind. The only general observation that I should like to make, I think, is that the supreme control of education should rest with a body largely professional. The present governing bodies are naturally composed of people of intelligence and position, but, except in a few instances, they are not persons who have themselves had experience in education. In the same way the committees of county councils, that will probably manage rate-aided schools in the future, are likely also to be largely composed of amateurs or educationalists.

2173. Might not those committees be composed of gentlemen who have given great attention to education?—No doubt they would in part, and that would be an advantage; but I go rather further. I think it is far more important to have people who are actually members of the profession. I rather object to giving too much power to what are called educationalists, as distinguished from schoolmasters. An educationalist is a person who has given no doubt a great deal of attention to education, but he stands to the profession very much as a layman interested in law stands to a lawyer, and I am very anxious in any legislation that takes place, to see the position of members of the profession as controlling their own profession distinctly established. I should wish, first, that on any committee that may be appointed by local authorities, there should be a certain number of people who have actually been schoolmasters, and next behind those, and acting directly under the Minister of Education, I should like to see a council something like the India Council, which is composed of retired Indian officers. I should like to see a council composed largely, though not entirely, of men who had been, for some time at least, working schoolmasters.

2174. But you would not propose to give to those retired schoolmasters the power of dealing with the money of the ratepayers, would you?—I should like such a council to be to the local authorities in something like the position in which I understand the Local Government Board is to local authorities of a different kind. That Board was started, as I am told, with the object of bringing the Poor Law into action, often with a good deal of opposition, and it has had various other functions put on to it. It practically acts, as I gather, partly as an adviser, and partly as a controlling authority over local bodies. For instance, if a sewer is badly wanted, and representations are made to the Local Government Board, they can get a mandamus to compel the local board to make it. On the other hand, if the local people are very anxious to make expensive improvements they must get the authority of the Local Government Board before they can raise money for them.

2175. I do not know whether you are aware that the general feeling of the country is in favour of doing away with this excessive control of the Local Government Board?—That I did not know. May I add one word? I do not think that the fact that the people want to get rid of the Local Government Board's influence is of very great importance, because probably it has in a great measure done its work. But up to the present time the Secondary Education of the country has not been at all organised, and, therefore, however much people outside the profession may dislike it, I think it is both in the interests of the country generally, and in the interest of the profession, that a pretty tight hand should be kept on local authorities in the matter of education.

2176. (*Dean of Manchester.*) Do you really think that that is the tendency? Are you not going thoroughly against the stream at the very beginning of your operations? Are you not aware that, as Sir John Hibbert has put

it from the chair, local authorities dispense the rates? It is vulgarly said that the people who pay the piper should call the tune. Are you distinctly of opinion, from your experience (which I shall have to ask you something about directly), that the persons who may be supposed to be likely in the future that you have sketched to have to do with the education of the localities are so decidedly inferior to their position or calling in this matter that they should be brushed aside, and a body of schoolmasters put in their places?—I think that in every professional question you want to make professional opinion heard as much as possible. For instance, take the case of the Bar. That is a strong concentrated profession in London. We schoolmasters are very much scattered. There is all the more reason to think that our position would be distinctly lowered unless members of our own profession had a very strong voice in every kind of educational organisation.

2177. (*Sir John Hibbert.*) I suppose it comes to this, you think you ought to have some representation on any governing body, whether local or central, which should be formed for the purpose of controlling education?—Certainly; and a strong representation.

2178. (*Dean of Manchester.*) But did you not say just now very much more than a strong representation. At the moment you spoke I had in my mind the Bar, the Law Institution, and such bodies. No doubt they examine and do everything for the law. Your idea, as I understood just now, is that there should be exactly the same for education. You said schoolmasters or retired schoolmasters?—I think that what I said was, that under the Minister of Education they should constitute not the whole, but a considerable part of every body and committee to which education was entrusted.

2179. (*Dr. Wormell.*) In your *précis* you say the council should be composed mainly of schoolmasters. Does that mean a large proportion?—Yes.

2180. If a municipal body or a provincial body were to be formed for the local management of Secondary Education with, say, 32 members, and only two out of the 32 might be chosen to represent the profession—that proportion you would consider to be insufficient. You would not consider that satisfactory, would you?—If they were to have an effectual control I think you would want a much larger representation of the profession, not necessarily chosen directly by the profession, but including nominees of the Crown.

2181. And I should judge also, from what you say, that your experience of cases in which the professional assistance of associated bodies of teachers has been sought by the boards which already exist leads you to that conclusion?—I think so. What I was chiefly referring to under this head is that both examining boards and teachers want to be kept in constant contact with each other, and probably the central body would do that best. I suggested one or two illustrations. The College of Preceptors' examinations are often criticised by schoolmasters at general meetings, very much, I think, to the benefit of those examinations. Again, the Headmasters' Conference have bit by bit very much altered the general organisation of the Joint Board examination. Nearly every meeting of the Conference has made some suggestion to the universities, and their suggestions have often been adopted. Thus, there would be, besides its other functions, a good deal of work for a central educational board in dealing with the various examining bodies, and harmonising them with the wants of teachers. But that, perhaps, is a more strictly professional question than the one Sir John Hibbert was dealing with.

2182. (*Dr. Fairbairn.*) Are the main questions with regard to education really professional questions?—I think that very few of them can be dealt with apart from professional considerations.

2183. That was not my question. I do not for one moment question the necessity of the professional factor in education. But my question

was as to whether the main questions in education were those of practical pedagogy?—I suppose not, but I think the professional view extends a great deal beyond practical pedagogy.

2184. On the other hand, there are questions in education that directly concern population, the sources of taxation, the administration of Law, the Parliament, and the Government, are there not?—Certainly.

2185. Those questions must be as adequately represented as the professional, must they not?—Certainly.

2186. Then as regards education itself, you have distinguished between the educationalist and the schoolmaster. That involves the further point that the schoolmaster may not be an educationalist?—From my point of view he would be better than an educationalist. He certainly ought to be. I used the word "educationalist" a little with the idea of people who wanted to put the schoolmaster straight.

2187. Does he not need to be put straight occasionally?—Yes, I dare say.

2188. (*Dr. Wormell.*) There is a difference between an educator and an educationalist, is there not?—Yes. Of course there are many questions of administration besides educational questions, and, therefore, any board, in my opinion, ought to contain people familiar with administration generally, as well as schoolmasters; but it must be borne in mind that a great many schoolmasters have very considerable experience of organisation and administration.

2189. Do you know anything about education in Birmingham?—Nothing.

2190. The King Edward's Schools in Birmingham have the head master only upon one single committee—the School Committee—yet they are said to have been signally well managed both from the schoolmaster's and the educationalist's point of view. How does a case of that kind agree with your general position?—I should have to know far more details before I could answer such a question.

2191. (*Sir John Hibbert.*) Taking the same point of view that has been suggested by Dr. Fairbairn, do you know anything of the position of the governing bodies of the great public schools?—Yes.

2192. Is it not a fact that the head masters are never placed upon the governing bodies of those schools?—A head master is not placed upon his own governing body.

2193. Is he placed upon the governing body of any other school?—It very often happens that ex-schoolmasters are placed upon governing bodies. They are only too anxious to get them. I never contemplated that the headmaster should be on the governing body of his own school. I am rather thinking of the members of the profession taking a very leading part in the general administration of education.

2194. (*Dean of Manchester.*) Do I gather from you that "educationalist" is rather a term of disparagement?—In my eyes it is to a certain extent.

2195. Then I will not use it. I want to ask you whether it is not a fact that people who care very much for, and promote the interests of, education might be considered to be rather extinct volcanoes when they had entirely finished the schoolmastering of their day, and were projected into the governing body of a school which was of a modern type?—Of course there is always that difficulty, and I think you ought to take them pretty young.

2196. But they are to be ex-schoolmasters.

(*Mr. Lyttelton.*) I think Mr. Eve means after 10 years' experience.

(*Witness.*) I was thinking that there might be a certain number of positions which men who, say up to 40, had been working as schoolmasters could reach, and act more or less as general directors of education.

2197. (*Sir John Hibbert.*) Is it your idea that they should devote their whole time and be paid?—I think there should be some such paid officials.

2198. (*Mrs. Bryant.*) You do not choose an ex-schoolmaster as an ex-schoolmaster, but you choose a schoolmaster and promote him to this post, is that it?—Yes; what I desire is that he should remain a member of the profession. I am not thinking so much of the *functus officio* person. There is a very good instance of what I mean in France in the case of Monsieur Dupuy, who was a schoolmaster, then inspector, then a member of a bureau, or a committee on education, then Education Minister, and finally Premier. I want to see some such career possible in England.

2199. (*Dr. Fairbairn.*) Then under the head of schoolmaster would come inspector and examiner?—Yes, subject to the proviso that I thoroughly disapprove of inspectors not chosen from the ranks of teachers.

2200. You drew a parallel between schoolmasters and lawyers, or the Bar?—Yes.

2201. Do you think that that is at all a possible parallel?—You must not press the parallel too closely, and with that view I am anxious to make the scholastic profession a really well-organised profession. I am obliged to quote other professions. Our profession must be organised on its own lines, and there are many difficulties in the way.

2202. The Bar is a profession with functions that are to a large extent voluntarily organised and voluntarily employed. Are the schools precisely in the same position?—Not entirely.

2203. Are all questions of education similarly related to the profession that follows them?—I should say that schoolmasters were very deeply concerned with all questions connected with education.

2204. But education is something that concerns the entire legislation of the country and its administration in a degree that the Bar does not?—Well, lawyers are in constant contact with every point of administration, and they are under the control of Parliament only.

2205. (*Dr. Wormell.*) Does not the medical profession complete the analogy?—To a certain extent.

2206. Matters of health are just as universal as matters of education?—Yes.

2207. (*Sir John Hibbert.*) Do you contemplate that any representative of the Government should be at the head of this central body?—Certainly. I think the Minister of Education should.

2208. To represent it in Parliament?—Yes.

2209. (*Dean of Manchester.*) Will he be an educationalist, or one of the others?—I suppose he will stand in the same relation to education as the First Lord of the Admiralty generally stands in to the navy.

2210. (*Mr. Lyttelton.*) Would you apprehend any loss accruing to the teaching profession from the depletion of its ranks in this way?—I think not.

2211. Do you think that the extra stimulus of a better career would do more good than harm?—Yes, on the whole; it would do no more harm than there is harm done to the rank and file of the clergy by the promotion of some of them to deaneries and bishoprics.

2212. And would you think that the influence of educationalists would be given not by practically belonging to those bodies, but by writing?—No; I was thinking that the boards would contain both professional people, and people with a general interest in the subject. What I want for every profession is, of course, a due share of power for the profession itself; but also something that brings that profession very closely in contact with the outside world. I should deprecate education being governed by a board composed entirely of schoolmasters. The danger that

I am fighting against is the danger of its being governed by a thoroughly unprofessional body.

2213. In the more rural parts of England do you think there would be a serious difficulty about getting a sufficient number of schoolmasters to serve?—It depends of course upon what area you take; if you take a large county, or three or four small ones, I do not think there would be any difficulty.

2214. (*Mrs. Bryant.*) Do you contemplate that they should be paid officials?—I contemplate that there should be some paid officials in connexion with education.

2215. (*Mr. Sadler.*) With regard to the duties of the Central Educational Council, I imagine you wish to put a Minister at the head of it?—Yes.

2216. Would you have him bound by a vote of his council?—I should place him in the same position as other Ministers are.

2217. In other words he could simply tear up a resolution of his council if he liked?—I suppose so; if he did, he would be responsible to Parliament, and you cannot go behind Parliament.

2218. The council is to be purely an advisory body?—Yes.

2219. (*Dean of Manchester.*) You have modified your first answer. In the first instance you did say, I think, that the whole body was to be composed, but now you say "mainly composed"?—I prefer the word "largely" to "mainly." I certainly never meant to say "entirely."

2220. Would you have it in something like well-mixed proportions?—Yes.

2221. (*Dr. Fairbairn.*) Now one practical question. Would the district governing body be schoolmasters in active work?—I think there would be no harm in having actual practising schoolmasters on a *general* local council. I think I should admit that. There would be serious difficulties in the way of placing them, at any rate, as paid members on the central council. Again, no schoolmaster should be on the governing body of his own school, or a school of some similar rank. I have known instances where the master of an important grammar school, for instance, has been on the governing body of a lower middle class school, and with very great advantage, but it obviously would not do to place a man on the governing body that immediately controlled a rival school.

2222. That partially answers my question, but not entirely. The schools of a district would practically be under a body largely composed of the schoolmasters of the district?—No, I do not think I should allow more or wish to see (because I do not suppose it is a matter for legislation) the actual practising schoolmasters of a district in a majority on a local council. The local council that I contemplate would be, probably, composed, of a few ordinary members of the county council with some experts co-opted. One would be almost certain to find in every district two or three men who had retired from schoolmastering and had had practical experience, and, we will say, two or three who were actually teaching at the time either as head or as assistant masters.

2223. Then your "largely" and your "mainly" become still further modified?—Well, I think we should be lucky if half the members of a local committee were either actually teaching or had taught.

2224. Now this is the practical point. The men actually teaching would become governors of other schools than their own?—It is possible they might, but to a very small extent. I imagine that the local committee would rarely act exactly as a governing body. It would be behind the several governing bodies. So that, I think, there is not the same objection as to a man being on the actual governing body of a rival school. He would deal on the local committee with questions affecting groups of schools, and if he were disposed to favour his own school there would generally be a good many people to keep him in order.

2225. There are jealousies amongst schoolmasters, not only as to special schools, but as to types of schools?—Yes.

2226. Would there not be a temptation for a classical school to starve a technical school or for a technical school to starve a classical?—If a particular member were very perverse in that way, I should think that probably he would soon cease to be a member of his committee. He would no doubt advocate what he thought best in a reasonable way, if he pushed his ideas in a selfish way he would most likely be outvoted.

2227. (*Mr. Lyttelton.*) You would allow, I suppose, also that there are jealousies of this kind among other people?—Yes.

2228. (*Sir John Hibbert.*) Have you had any particular experience as headmaster or otherwise of any body connected with schools?—The Council of the College of Preceptors is largely composed of schoolmasters; it deals with the examinations of a great many schools and with subjects generally touching the profession.

2229. Does that experience lead you to the opinion that they are a reforming body—that they are open to new proposals, or otherwise?—I think they are quite open to new proposals.

2230. (*Dean of Manchester.*) Have they anything to do with the control of schools?—They have nothing to do with the direct control of schools.

2231. But you would not feel aggrieved if they held such control of schools?—No, I do not suppose I should.

2232. You say you want education controlled by schoolmasters and not by educationalists?—Yes.

2233. (*Mrs. Bryant.*) I suppose the difficulties there are in appointing schoolmasters on the local bodies (because the local bodies have to do with schools in the district) appear to your mind rather an argument in favour of placing them somewhat more strongly on the central body?—Yes, I think Mrs. Bryant is quite right there. I felt that there would be difficulties in connexion with local bodies, though I by no means wish to exclude schoolmasters from them. I purposely put my opinion rather strongly that they should be strong on the central body to compensate their comparative weakness on local bodies.

2234. (*Mr. Lyttelton.*) I think you mean that you wish them to be on those bodies in view of the interests of their profession, not so much with the view to conduct the educational questions involved?—I think for both reasons. First, because they understand best the educational questions involved, and, secondly, because, as a professional man, I am bound to promote in every way the interests of my profession.

2235. But the kind of control that you would contemplate to be exercised by a district council over the curriculum, and so on, of each school would be a very slight one?—Yes, very slight indeed. I should interfere with the headmaster as little as possible.

2236. Would a council have educational questions to consider?—I think it would in any case; and, of course, if there were any form of inspection either by the local or a central authority that authority must consider educational questions.

2237. (*Mr. Llewellyn Smith.*) Would you admit that the function of the schoolmasters on a local authority would be rather by their extra weight of knowledge to convince the other members than to outvote them. You would not require a majority, would you?—No.

ENTRANCE SCHOLARSHIPS AT THE UNIVERSITIES.

2238. (*Sir John Hibbert.*) What do you wish to say with respect to the question of entrance scholarships?—It is a very general feeling in the profession that the examinations for them are held much too early in the academic year. The colleges compete with each other, each trying to place its examination as soon as possible. Whether they will ever be convinced otherwise than by legislation that this is an undesirable thing for education I am very doubtful.

2239. But would you desire to tie the hands of the authorities with respect to this question by laying down rules in an Act of Parliament?—There are already such rules laid down. I think there are rules laid down by Act of Parliament with reference to scholarships or the great majority of scholarships.

2240. They are laid down by schemes rather than by Act of Parliament?—Yes.

2241. But those schemes can be altered without the trouble of passing a Bill through the House?—I do not know exactly how the universities can be dealt with. I am referring to scholarships given by the colleges, and held at them, and there, I think, I am representing the general feeling of the profession.

2242. (*Dean of Manchester.*) Who at present are the persons who lay down this rule of which you disapprove?—As I understand it, by an Order of Privy Council or by Act of Parliament the great majority of entrance scholarships are open only to pupils under 19. That provision is, I will not say evaded, but interpreted very loosely by fixing the examination for boys who are going up in October 1895, in November or December 1894.

2243. Who fixes the examination?—Each college fixes it.

2244. Then these very men who are a species of schoolmasters, with all due deference to them, are educationalists after all?—Very possibly.

2245. (*Dr. Wormell.*) The limit of age for these exhibitions was put at 19, and the schools have carried on the competition at the limit, and then have retained their scholars 12 months or more before sending them on to the university, so that the result of this arrangement of the limit of 19 being placed for competition rather than passing to the university has been to drive the age for entering the university up to 20?—That is what has frequently happened, but the colleges have been responsible for it, not the schools. The boys elected in November cannot enter in the ordinary course until the next October. They would be what are called by-term men, who are a little *déclassés* for certain purposes.

2246. (*Mr. Sadler.*) Then may I ask whether schoolmasters have combined to boycott those colleges which offer the earlier scholarships?—No; besides they are very often the best.

2247. (*Dean of Manchester.*) At what age would you like them to enter?—I should like men to enter college between 18 and 19.

2248. Are you aware that there are a great many people who are interested in education who wish the limit to be very much younger still; have you thought of that?—I have thought of that, and have a good deal of experience of boys passing into University College, where they do enter rather younger than at Oxford or Cambridge. I should say that very few lads are really fit for university education before they are 18. The sooner after 18 they enter the better I should like it. I think that the extra year's school that has become so common now is to be deprecated for a good many reasons. In the first place it delays men's entrance into life, and in the next place it forces them to go on specialising at school too much, and thus keeps them in a groove from 16 or 17 to 23. I have often felt that we are in a vicious circle. The colleges require a high standard in a single subject at entrance for their scholarship, and they put pressure upon men to continue working at the same subject while they are at college. I am not sure whether that is the best for men's education. I should be glad to see colleges giving their scholarships for rather a wider range of studies, and not necessarily for great excellence in one particular subject, and I should like to see them encourage men when they have gone up to college to take a different line from that which has been their chief line at school. I should be very glad to see that a boy who had done well in classics at school should, if he had any aptitude for it, be encouraged to read science at the university, or, that a boy who had done well in mathematics at school should be put to moral science. Of course there are aptitudes and aptitudes, and no doubt there are certain people whose

aptitudes are very limited, and whom you must leave to follow their own devices; but at present the tendency is to assume that everyone has but a single aptitude, and to force him into one line rather than to get him to take to two or three. The latter seems a better preparation for life.

2249. (*Dr. Fairbairn.*) But this specialisation begins in the school, does t not?—It begins in the school, and my experience is that it begins in the chool much earlier than it did when I was at school myself.

2250. How far does the age at which men enter for scholarships affect specialisation?—I think it somewhat tends to encourage it. I could hardly argue it out, but I am inclined to think so.

2251. Does it not come from the higher forms in schools usurping the functions of the university?—I am afraid that in some schools the higher forms do. In some cases it is, probably, unobjectionable, but in a great many schools boys are doing work that they could do much better at the university. There are not more than six or eight schools in the country that can provide a sufficient number of boys equal to the higher work that boys do at the age of 18 or 19. A school like Eton or St. Paul's can provide thoroughly for a number of boys all up to a very high level; but a great number of schools have only one or two such boys, and they are obliged to give them a great deal of time and to let them work under private tuition rather than in classes, because they have outgrown the classes.

2252. Does not this point them to a lower age than 18 for competition for scholarships at the universities?—I am not prepared to say that. But there is the other consideration how far are boys under 18 able to face the much freer life of a university? Remember that a boy between 17 and 18 cannot generally be set down simply to work for himself. He ought to have definite tasks to do for definite hours.

2253. If a boy takes a scholarship in November, what is the effect upon that boy for the rest of his period at school?—I have not sufficient experience to say. There are two opinions expressed about it. Some boys turn idle, and some boys work in a thoroughly academic spirit, without the fear of a competition before them.

2254. (*Mrs. Bryant.*) I should like to know what your experience is. I know how it works in the girls' schools. We find that the sort of semi-academic position that the Sixth Form has in doing that higher work is a very valuable preparation for the freer university life that they have afterwards. Is that so in the boys' schools; the boys at the top of the school who are doing the higher work have more freedom, have they not?—I think that is often found to be so, but I have not a great deal of experience of the kind myself.

2255. Another question is this. I understand your opinion to be that this specialisation is forced upon the schools by the nature of the scholarship examinations, which are always special?—Yes. The examinations are mostly, not universally, special.

2256. And that is where the difficulty of sending up the younger boys comes in?—Yes.

2256*a*. (*Mr. Lyttelton.*) At what age do the older boys leave your school?—I occasionally keep them till 19, but generally my best boys go for one year into University College before they go up to Oxford or Cambridge.

2257. Have you a monitorial system?—Yes.

2258. Do you think that there is anything in the objection that certainly is felt that if the top boys left the school a year younger than they do now the monitorial system would be seriously weakened?—I think there is no danger whatever of that. In a day school the monitorial system is not so important as in a boarding school. I had, however, experience at Wellington College, where the boys who went to Woolwich and who were under my special charge always left before 18. Many of them were excellent monitors. If the age of leaving were lowered slight changes of system might be necessary, but I think that the boys between 16 and 18 could be thoroughly trusted.

2259. I gather that the gain to which you would look forward would be mainly the gain of there being less specialisation?—That is one. And then there would be the gain of the boys beginning life earlier.

2260. Supposing there were less specialisation, and supposing the education ran on improved lines up to, say, the age of 22, what would be the exact gain of cutting the education short by a year or two?—I think the boys would begin life earlier. I wish to lower the age for beginning life in two ways. First the age of entrance should be a year earlier, and next, the ordinary curriculum should extend only over two years; in fact up to the date of Oxford Moderations. Real students go on for four years.

2261. Who would be the better for that?—I think more boys would then be able to carry on their education to a higher pitch. I should like to see the universities trebled in number, and I think that every step that made it easier to get through the university before the age at which most men want to get into life would be a clear gain for that purpose.

2262. And what classes of young professional men do you think would then be educated at the university that now are not?—I think a good many doctors and solicitors, and I should hope a good many men who are going into business.

AGE OF ENTRANCE TO UNIVERSITIES.

2263. (*Dean of Manchester.*) Have you ever found in your experience that one result of boys going so late to college (I call it so late) is that the boys who do not proceed to "honours" really have a temptation to idle away their time at the university and fall off in knowledge and in information during their undergraduate career?—That certainly is my impression.

2264. Have you never thought it would be better that they should go even earlier than the time you are saying?—I add another condition, namely, that the course for the average man should be only two years. I think that would operate in the direction you wish.

2265. Why should not that begin at 17? Is not the boy losing time at school and not gaining anything at the university?—As far as I can judge I think a boy up to 18 or nearly 18 seems to me distinctly to gain at school. I think a few boys may have outgrown it, but they are very rare. I remember one thing that would bear upon this. At Wellington College I had a great deal to do with Woolwich, and the maximum age for Woolwich used to be 19, which practically meant that the boy must get in at 18 if he did not wish to run it very fine. Later the authorities changed the age, and made the highest age 18, which forced a boy to get in at 17. I thought that the boys were less pressed, worked better, and had a happier life when the age was practically 18 than when it was practically 17.

2266. (*Sir John Hibbert.*) Do you mean there was not sufficient time for the boy to prepare himself for the entrance examination?—Not without pressure. He was always in fear of the coming examination.

2267. (*Dean of Manchester.*) That might be the result of too many examinations?—Possibly.

2268. I was not thinking of the examination at all, but I was thinking of the training he would get in the university. I understood you to say that you want to get the universities extended. I suppose you are aware that the University of Oxford has extended since I was there, for instance. It has doubled?—Yes, and Cambridge also.

2269. It might be trebled or quadrupled, but it cannot be quadrupled unless they go in at a lower age?—I have two ways of shortening it.

2270. You mean at the other end?—Yes.

2271. (*Sir John Hibbert.*) You spoke about men going out from the university into trade or business. Have you any suggestion to make as to an improvement upon the present system in the preparation of men who undertake work of that kind?—It is the general opinion, is it not, that men who go to the university and go into trade are unfitted for trade purposes?—I have often heard that opinion expressed, and I cannot help

thinking that it might be modified if, first, the business people would give up the idea that it was always necessary to begin your business training by adding up figures and stamping letters, and if, secondly, it was not men of 22 or 23 but men of 20 who went to them. Of course it is a matter on which one can only speculate, but that is the line which my speculation takes.

NON-ENFORCEMENT OF CLASSICS.

2272. I see you say something about the non-enforcement of classics at entrance. Do you mean that neither Latin nor Greek is to be made a condition?—I should make neither of them compulsory. I should allow exemption only on condition of proficiency or, rather, real promise in one or more subjects combined with adequate knowledge of one or more subjects of a different kind. For instance, if a young fellow were promising in mathematics or in science, and had a really good knowledge of German, and could write his own language correctly (I should insist upon that), that would appear to me to be sufficient evidence of fitness to enter the university.

2273. Would it not point to a narrow education?—I am not sure of that; the actual classical requirement—the minimum—is a very small one, and seems to me to stop short at just about the point where the classics are beginning to get interesting. I should require such a knowledge of German, for example, that a boy or girl should have really got to a point where he or she might have interest in it. I should require them to translateat sight, and write to a certain extent.

2274. Would it not lead very much to the non-enforcement of classics at the secondary schools?—I hope it would, distinctly.

2275. We had evidence yesterday that at the lower grammar schools at Birmingham, which had been established, Latin is made a condition?—I am afraid that on this question I stand alone against many people whose judgment I respect. I have had a great deal of modern language teaching, and I certainly think that, if well-taught, a good knowledge of German or even of French is far more valuable than the very limited knowledge of Latin with which so many boys leave school. The Latin of a boy who is only up to the little-go or the London matriculation is a thoroughly unfinished structure.

2276. Would you go so far as to put German and French in the place of Latin and Greek?—Certainly.

2277. (*Dean of Manchester.*) You think that the knowledge which they obtain would scarcely come within the term "classical"?—Scarcely.

2278. (*Mr. Jebb.*) Might I ask whether you are aware that several scientific men, for example, the present President of the Royal Society, Lord Kelvin, have expressed the view that even the amount of Latin and Greek which is required at Oxford and Cambridge is in many cases of great value to a student in science?—Yes, and I should think it is perfectly true. It is a good reason for encouraging men to acquire that knowledge, but I do not think that even such an opinion is enough to force it upon everyone. My answer would be that there are so many ways of attaining a good education, that it is a pity that any particular one should be hall-marked to the extent that Latin and Greek are at the universities.

2279. If the result of making Greek optional at Oxford and Cambridge were to be its extinction in the schools of the country, would you not regret such a result?—I cannot conceive that result possible.

2280. (*Dr. Fairbairn.*) Considering that terminology is very generally Latin or Greek, would you not heavily handicap men for the higher scientific discussions if you were to deprive them of the classics?—I hope I shall not be thought very pedantic if I make an answer to that. It seems to me that nearly every scientific term alters its meaning very soon after it has acquired it. For instance you call a thing a barometer, and the name has long ceased to convey any idea of what a barometer is meant for. The name "barometer" would apply just as well to a weighing machine. I have seen it stated in philosophical books that nearly every name is

given with an imperfect conception of the thing to which the name is given, and that as knowledge extends, the name ceases to do more than to *denote;* it ceases to *connote*, it ceases to be much more than a proper name, so to speak.

2281. (*Mrs. Bryant.*) I should like to know if you have any experience as to the minimum time in which the amount of Greek required for the little-go at Cambridge can be acquired?—I understand it is very short.

2282. In the case of girls it can be done in six weeks, but I suppose in boys' schools you have no such cases?—I have heard of men who were forced to do it, clever men of course, doing it very quickly. I think those are exceptional cases; there are other instances of people of considerable ability who would take much longer. Perhaps I should say that at Trinity College, Cambridge, admission to the college is granted to anyone who can get a certificate at the joint board examination, provided he gains distinction in some subject. He has to pass his little-go afterwards, but as far as admission to the *college* is concerned no account is taken of Latin and Greek.

ENTRANCE SCHOLARSHIPS TO SCHOOLS.

2283. (*Sir John Hibbert.*) With regard to entrance scholarships to schools, you say that you would like to see them abolished?—As the headmaster of an unendowed school, that is of course only natural. The effect of these scholarships is to draw promising boys to the richest schools, and in most cases the preparation for them is only possible for fairly well-to-do parents. In the case of many poorer schools, particularly boarding schools that are rising in the world, the authorities are forced to offer scholarships to compete with the endowed schools, and they often spend money on them that had much better be spent on improving the teaching.

2284. How would you meet the case of promising boys who were unable to afford the expense?—I think my plan would be to let them enter the school for a short time or give very distinct evidence of promise, and then to help them in an eleemosynary way. I am inclined to think that we have gone too far in the direction of giving our endowments away entirely by open competition; that we are giving too much to the rich and not enough to the poor.

2285. Is not the scholarship a much more independent way of helping the boys or girls going to the school than giving them a kind of eleemosynary help?—It is. The difficulty is that for one person who really wants help you will probably help five or six who could do without it.

2286. Do you not think that many of the promising boys who obtain scholarships to these schools would probably be turned into some other groove; that they would either be sent into business or some occupation if they were not able to get money to take them to school?—Some would, no doubt. In any case of that kind there are difficulties. For instance, to turn for one moment to the scholarships at the universities, many men gain these scholarships who do not get brilliant degrees, and they are left at 22 or 23 with no means of maintaining themselves except, say, a moderate knowledge of classics. Now I am not quite sure that it is a very good thing for the country to press boys to go on to a long continued and rather special education. In many cases, I would sooner that a promising boy, instead of getting a scholarship to a classical school, went pretty early to some technical school and used his talents there.

2287. But on the other side, have you not numberless cases, both past and present, of men who have attained the highest position, say in the church, by the aid of scholarships, taking them to their local schools and universities?—No doubt, and I should be very sorry to see the possibility of such a career destroyed. Still I think that no scholarship should be of more than a nominal value unless it is really wanted. Probably the best solution is one that was proposed at the headmasters' conference two years ago. It was that no competitive scholarships, as such, should cover more than the tuition fees, and that additional aid should be made out of disposable funds to those who on private inquiry were found really to want it.

2288. (*Mr. Lyttelton.*) With regard to that, the real practical question is this. Do you think that legislation can deal with the case of schools which have devoted a large sum of money to scholarships without any particular endowment?—I think it would be very difficult. I was merely expressing my opinion as to what I thought would be the best way. I do happen to have a little experience. The only endowment that University College School possesses is a sum of about 80*l.* a year, which has to be devoted to paying the fees of promising boys who really require it, and I find that a most useful thing. It enables me to pay the fees of about three boys per annum.

2289. (*Mr. Llewellyn Smith.*) Is that fund at your discretion?—It is at the discretion of my council, and they always take my recommendation. I make a point of letting it be known among parents. I put an announcement at the foot of one of my monthly reports, and ask that application may be made to me.

2290. Supposing that fund were 10 or 20 times as large, do you think you could administer it?—I certainly have really more applications than I can meet. I am rather doubtful whether, if it were known to be a larger fund, it would not draw a good many boys.

2291. If it become a large thing, would you not meet with a great many difficulties in making the necessary inquiries as to means and so on?—I think I should.

2292. So that as a means of getting a large number of boys into the school it would be open to difficulties?—I am afraid it would.

2293. These entrance scholarships you are speaking of are scholarships attached to secondary schools, are they not?—Yes.

2294. And the same objection would not arise in the same degree to scholarships administered by an outside authority, and tenable at any of a selected number of schools?—I think such scholarships are much better, particularly scholarships from primary to secondary schools, because they must almost of necessity go to people who want them.

2295. And is it your experience with regard to scholarships or exhibitions from primary to secondary schools they tend to work much better if they are of the nature of leaving scholarships?—Yes; that is what I wish to imply.

2296. Thirdly, your objection with regard to throwing away sums of money upon boys who ultimately do not do very well, would be much less if they were schools which would keep them three or four years than if they were schools which would keep them six or eight?—Yes; besides I would require a boy to give distinct evidence that the scholarship ought to be continued. The London School Board asks plainly at the end of the term. When a boy's scholarship has run out at the end of three years, they write to me, and say "Do you think that So-and-so would really "profit by having his scholarship continued for another year?" And if I gave a doubtful answer I imagine they would not continue it.

2297. With that guarantee of the scholarships being renewed at short intervals do you think there is any great danger of extending the system from primary to secondary schools?—None whatever.

2298. Would you be in favour of it?—Yes.

2299. (*Dr. Wormell.*) I suppose as a rule the evils you have been speaking of are connected with entrance scholarships rather than leaving exhibitions?—Distinctly.

2300. (*Mrs. Bryant.*) I should like to know if you have any difficulty in adapting the work of boys from the elementary schools to your own school?—I have had but few elementary school boys, but I have never had any such difficulty because our school is organised on a rather peculiar system. Every subject has a separate classification. A boy may be in a high class in mathematics for instance, and a low class in Latin. But even if it were not so, the few boys I have had from elementary schools have

been sharp boys, and with a little arrangement and pushing one can easily run them quickly through the lower Latin classes. A boy who comes from a board school at 12, well trained, can easily distance little boys of 9 or 10 who are just beginning to learn Latin, and by pushing him up quickly and looking a little after him, I have never found the slightest difficulty in fitting his work into our own. The difficulty is far greater in a school organised on rigid classical lines.

2301. (*Dean of Manchester.*) Have you a great many of those boys in your school?—No. I do not suppose that in 18 years I have had to do with more than eight or ten; but still they have been good instances, and curiously enough the majority of them have been the sons of people a little above the artisan class.

2302. But still they have attended the school board schools?—Yes.

2303. And do you find that the school board school-teachers rather like to keep them themselves or otherwise?—I have no experience to answer that.

2304. Is it within your knowledge that there are some schools that are of a more newly constituted character (taking the Manchester Grammar School for example) where there is a fund for helping those who have gone to the university and who may wish to stay. Are you aware that there are such funds at the disposal of some schools?—I was not aware that the funds were so absolutely at their disposal.

2305. And are you aware that there are funds at the disposal of some schools used in the way you imagine and which are of very great advantage?—I have always imagined there are some.

2306. Now will you just tell us why you are on the whole against separate technical schools?—I am a little afraid first of the boys in a thoroughly technical school losing altogether literary training, and secondly, I think that there are a great many schools where the average boy leaves about 16, which do not profess to be technical and which would gain very much from a technical side being added to them. I am not, on the whole, in favour of excessively dividing the functions of schools.

2307. (*Mr. Llewellyn Smith.*) What is the distinction you draw in your mind between technical schools and technical colleges?—I mean by college a place where a boy goes at about 16 or 17.

2308. What do you mean by technical school?—A place where he would enter at 12 or 13.

2309. Is what you would deprecate an excessive development of technical work at that age to the extinction of literary work?—Exactly.

2310. (*Mrs. Sidgwick.*) What have you to say with regard to leaving examinations?—All I wished to say was that I did not think there was any necessity for the establishment of a fresh one. There are a good many existing agencies that are doing their work well, and probably any central body that was established could bring them into still closer touch with teachers. EXAMINATIONS

2311. (*Mr. Sadler.*) Would you have them all fused into one?—No, certainly not.

2312. Do you think there are advantages to be gained by variety?—Yes.

2313. Would you explain your grounds for that?—I think variety is preferable in this, as in most educational matters.

2314. Have any specific advantages been derived from this emulation among various bodies?—Take the examinations of two bodies like the matriculation examination of the University of London and the Oxford and Cambridge Joint Board. I happen to prefer the schools examinations of the Oxford and Cambridge Joint Board, but a great many people prefer the London Matriculation and think it indicates a better scheme of education. Anyway, I should be very sorry to see uniformity enforced in examinations.

2315. Do you think it might make education monotonous?—Yes, exactly. You will notice that I mentioned the central educational council incidentally as a means of bringing examining bodies and teaching bodies into closer touch with one another. I thought we were well provided with examining bodies and that the more the existing agencies could be utilised the better.

2316. (*Mr. Llewellyn Smith.*) Do you ever think that the present number of examining agencies is rather confusing to the schoolmasters?—I think there are too many.

2317. Would you like some of them to be fused but not fused completely?—Yes. For instance, such small examinations as those of the Apothecaries Hall, the Preliminary Law Examination, the Institute of Architects Examination, and so on, I think would all be far better if they would affiliate themselves entirely to the College of Preceptors or the Local Examinations. The wants of the various professional examinations might be met by carefully bringing those professional bodies into touch with the main bodies who examine already, that is the Universities and the College of Preceptors.

2318. You mean to say that they should accept those examinations for all general purposes and simply add a special paper for their own special subjects. Is that it?—I think so. They do accept those examinations as a general rule, but they have an examination of their own, and generally an easier one, running side by side with it.

2319. Does that also apply to the London Chamber of Commerce?—Certainly.

2320. (*Dr. Wormell.*) With regard to these examinations might we carry that process considerably further. For instance, suppose a pupil passes the Science and Art examination in drawing, and then he is going in afterwards for the Oxford Local, would it not be well if the Oxford Local people would accept the certificate of drawing and count it as equivalent to the passing of drawing under their own examiner?—There are some difficulties in that, because it is important to make quite young people, at any rate, keep up their subjects together. If you carried that system too far you would allow a boy to pass in Latin at one place, in Greek at another, and in arithmetic at another, and it would be uncommonly awkward for the work of a school if you had simply to teach him one subject at a time. That would suit private tutors, and those not the best private tutors far better than a school. I should be sorry to see even the thin end of the wedge come in.

2321. Do I understand, then, that with regard to the Chamber of Commerce certificate which has been mentioned, you would object to the certificate of the Science and Art Department in drawing being taken in lieu of the examination in drawing by the Chamber of Commerce?—Yes.

2322. (*Mrs. Sidgwick.*) Does the multiplicity of professional and other examinations disturb the work in the higher part of the school?—Not much. Generally, I think a boy who is well on can pass his professional examination without much trouble, but there is a good deal of inconvenience in having what is really not so well conducted an examination side by side with those that are done very carefully.

2323. (*Dean of Manchester.*) You want them put into a better system and a simpler system?—Exactly—a simpler but not too uniform a system.

2324. (*Mrs. Sidgwick.*) Would you keep up the Oxford and Cambridge local examinations?—Certainly, I should without doubt keep up all the examinations that could pass muster, as thoroughly well systematised and arranged.

2325. (*Dean of Manchester.*) You think it would be improved by such an educational council as you are talking of?—Yes.

2326. (*Mr. Sadler.*) Would you like to have on the Oxford Delegacy for examinations and similar authorities representatives of your educational

council?—I do not think it would be necessary. I think they would be sure to be in touch with them.

2327. (*Dean of Manchester.*) Now we will go on to the subject of inspection. You say "Inspection should be compulsory in all endowed "schools, but optional for private schools." What do you mean by "optional for private schools"?—I think that if inspection were universal for endowed schools, private schools would be *ipso facto* bound to submit themselves to it. It would be so much to their own interests that no compulsion need be put on them. There is a great deal of difficulty in putting compulsion on a private school. INSPECTION

2328. Do you mean, "There is no compulsion, but you must"?—Exactly. And I think I may say that is the view of all the private schoolmasters I have come across. I think they would welcome an inspection that they could invite, and that would certify really good work.

2329. (*Mr. Llewellyn Smith.*) Do you think that, as a matter of fact, all private schools would submit themselves to the inspection?—I am speaking from what I have heard from the private schoolmasters that I have met at the College of Preceptors, and certainly amongst them that is the feeling.

2330. What do you think would be the pressure which would compel them. Would it be the pressure of the parents who would refuse to send their boys to private schools which would not submit themselves to inspection?—I think so.

2331. Do you think that feeling is sufficiently active?—At present it may not be, but I think that when public attention is called to it, public opinion will act more strongly. You may be quite sure that the rival schools would make known pretty widely the fact that they got good reports.

2332. (*Dean of Manchester.*) I suppose you think that public opinion would very soon make the difference?—Yes.

2333. (*Mr. Sadler.*) How would you examine? Would you look into the methods of teaching and examine the buildings and so on, or would you actually examine the pupils?—I think in the main the first. The examiner certainly should not do as an inspector does in a primary school; that is, take the school into his own hands. I think it would probably be better to limit him to what the Visitors in the Girls' Public Day Schools' Company do.

2334. You think he would be an entirely different inspector from an inspector under the Education Department?—Yes.

2335. (*Dean of Manchester.*) At the same time I suppose it is within your cognisance that the inspectors of the Education Department very often do not examine, and that it is virtually an inspection?—I did not know that.

2336. (*Dr. Wormell.*) Do you remember this as a resolution passed by a large body of mixed teachers, the greater part of whom were private schoolmasters: "That the efficiency of secondary schools should be "certified by educational experts or by examination and inspection by "recognised public bodies, and should not be tested by persons un-"acquainted with Secondary Education." That, I think, is the feeling of the private schoolmasters of the country?—I think so distinctly.

2337. They do not object to inspection and examination by recognised public bodies, but they are in fear of an enforced inspection by persons unacquainted with Secondary Education. Do you think that represented their feeling?—Yes, I think so.

2338. (*Mrs. Sidgwick.*) What do they mean by "recognised public bodies"?—I think they were thinking of the local examinations, those of the College of Preceptors, and other examinations which may come into existence.

2339. (*Dean of Manchester.*) Then you say, "Results not to be pub- "lished, but communicated to the Educational Council, to the Charity "Commissioners, and to governing bodies and head masters." What do you mean by that? The governing body and the headmasters I can understand. Do you think that would be sufficient?—You see it presupposes some power of interference if a school is weak. If the governing body will not itself do anything, its superiors, whether the Charity Commissioners, the Educational Council, or the Local Council, might have some power of stimulating it to improvement.

2340. Then you go on to say: "In case of private schools some form of "certificate might be given of a general kind, which the master might "publish, but it should *not go beyond 'satisfactory.'*" Do you mean you would not have anything further?—I am a little afraid of there being a temptation for a particular school to be puffed at the expense of others. It would be putting an undue power into the inspector's hands. What you want is that he should be able to say that such and such a school has its buildings, its appliances, its staff, its methods, and so on, up to a good level—up to date if you like; but I do not think he ought to draw a comparison between school and school.

2341. You think it would be sufficient if there were a certificate of a general kind and a pronouncement of satisfaction?—Yes. I should leave anything further to the general opinion of parents and so forth. If there were two rival schools in the neighbourhood and both adequately good, I do not think the inspector should say that A was a little better than B.

2342. (*Mrs. Sidgwick.*) Is it not the case that when the Cambridge Local Examination Syndicate examines a school, they give a detailed report to the master, which the master can obtain leave to publish provided he publishes it *in toto*. Do you think that is a good plan?—I think it is a good plan as from Cambridge. I am not quite sure whether it would be a good plan for an inspector from head-quarters.

2343. (*Dean of Manchester.*) Especially in the case of a private school?—Yes. I am a little afraid of interfering with the ordinary liberty of competition.

2344. And do you not think, also, that as this is to be optional it might act as a discouragement if you went too much into particulars?—Exactly.

2345. (*Mr. Llewellyn Smith.*) Do you contemplate that the inspector should confine himself to inspecting methods of teaching, or should he go into the question of adequate staffing and apparatus, and even such matters as the sanitary condition of the schools?—Most distinctly.

2346. Do you think that would not be objected to by the private schools?—I think not. Certainly those whom I have heard speak about it would welcome it.

2347. (*Mr. Lyttelton.*) Do you think the inspector should go into the question of the payment of assistant masters?—I think he should go into that, but I do not know whether it would be universally approved.

2348. (*Mrs. Bryant.*) And whether the school is properly financed and so on; do you think all that should come up before the inspector?—That last is a difficult question, but I am inclined to think it might come under him.

2349. In the form of a general report, perhaps?—Yes, in the form of a general report.

2350. (*Mr. Llewellyn Smith.*) With regard to the sanitary condition of the school, would you contemplate that any power should be given to any authority to close a school which was not satisfactory in those respects or should they have power simply to withold the certificate?—I think if the inspector reported, to the governing body that the school was insanitary, and the governing body refused to do anything, somebody should have the power of getting a mandamus against them.

2351. I am thinking of private schools where the governing body would be the master?—All he could then do would be to refuse the certificate. However, I have not thought out that question.

2352. (*Dean of Manchester.*) Are not the local sanitary authorities sufficient for that purpose?—I should think that in any grave case they could interfere, but in the case of a school there might very easily be arrangements which were not thoroughly sanitary, but which would not call for the interference of a local sanitary authority.

2353. Do you not think it would be absolutely essential that there should be some inquiry made into the matter which Mr. Llewellyn Smith alluded to with regard to the sufficiency of accommodation, sanitary arrangements, and so on?—That goes without saying.

2354. Would you not extend that to private schools?—It ought to be inquired into, and no certificate of any kind should be given unless they were satisfactory in that respect.

2355. (*Mr. Sadler.*) Am I right in thinking that you would propose that these inspectors should be appointed by the central department?—I think on the whole I should.

2356. Arising out of that let me ask you this question. Do you conceive of a new department for Secondary Education?—Yes.

2357. Not any existing department?—No. It might be under the Minister of Education, but I am inclined to think that there should be a separate department for Secondary Education, which I prefer, or, failing that, that there should be a department of the Charity Commission for the purpose with larger powers than the Charity Commission now has.

2358. (*Dean of Manchester.*) For the whole of the country?—Yes.

2359. (*Mr. Sadler.*) In the choice of inspectors by this department would you limit their right of selection to any class of people?—I should limit it to persons who had had practical experience of teaching, I should say school masters of 10 years' standing, just as a great many appointments are limited to barristers of 10 years' standing.

2360. Then a school inspector coming down and finding that the educational work of the school was injured by the action of the universities in their college scholarship competitions, would send up a report that the school was injured by the action of the college of the universities in respect to the scholarships?—Yes, very likely; I have thought of that difficulty, and I suppose the only solution would be this. If there were a Minister of Education, he would absorb whatever powers now exist of dealing with the universities. I think it is the Privy Council that now deals with the universities where any small legislation is required, and if the Minister of Education remained Vice-President, of course anything dealing with the universities might come under him.

2361. Then you conceive of a Minister of Education (with a number of sub-committees under him), the recommendations of which he might listen to but would not necessarily obey?—Exactly.

2362. Are you of opinion that the present division of work between the Education Department and South Kensington, although one Minister is responsible for both, has led to some injury to education?—I have not had any experience of that.

2363. (*Dean of Manchester.*) Have you had much experience of training?—I have had no direct experience.

2364. (*Mrs. Bryant.*) Have you not had something to do with it in connexion with the College of Preceptors?—Yes. I have never either trained teachers or been trained myself, but I have had a good deal to do with the subject in connexion with the College of Preceptors, which has made some efforts to remedy existing defects.

2365. (*Mrs. Sidgwick.*) The College of Preceptors conducts one of the more important examinations for the examination of teachers, does it not?

Yes. I have had a considerable share in framing the Report which the College of Preceptors are sending in to you. The representatives of the College of Preceptors will be before you, and can give the details better than I can.

2366. (*Mrs. Bryant.*) With regard to registration. I should like to know whether you do not think that the general association of teachers and the organisation of some central body, does not somewhat imply that the registration of teachers should be proceeded with first in order, that there may be a professional body to deal with?—I have always held that registration is the first step to take.

RECOGNITION OF PRIVATE SCHOOLS.

2367. (*Dean of Manchester.*) Now with regard to another point. You say that new public schools should be founded only to supply distinct deficiencies?—At the College of Preceptors I come across a great many private schoolmasters, and I think they are unnecessarily timid as to good schools being superseded by rate-aided schools, still I feel that the greatest caution would be necessary in founding fresh schools. A private school that is well found in every way should be considered to fill its place in a general scheme, exactly as if it were a public school. There should be no rival school to a good private school founded from public funds, any more than there should be a rival founded to a good endowed school.

2368. In point of fact you would regard a private school, treated as you would treat it, in the light of a public school?—Yes, any private school that was thoroughly satisfactory: of an indifferent private school it would be difficult to take account. But I must say that all private schoolmasters I have come across have only pleaded for the thoroughly good and efficient private schools. I ought to go one step further, and say that it is not desirable, perhaps, to supply every possible want. In education, as in other things, a little scope should be left for some private enterprise, and it is very likely that new methods, new ideas, and so on will come rather through private than through public schools.

2369. (*Mr. Cockburn.*) Are these schoolmasters of whom you are speaking, who have this fear, looking forward to any Government aid themselves?—No; the only Government aid they would at all expect would be that if scholarships were given from primary schools, or from elsewhere, they should be tenable at their schools exactly as at public schools.

2370. (*Dean of Manchester.*) All things being equal?—All things being equal. Of course it would be providing they came up to the mark.

2371. (*Dr. Fairbairn.*) Of course the claim to occupy a district, and as it were supersede the necessity of public schools, implies a demand on the part of private schools that must be attended with some kind of offer to the public bodies; that is, if they ask to be practically recognised, the recognition must be on defined terms?—I suppose that something of that kind would have to be done. Of course it would be many years before all educational deficiencies will be made up, but the feeling as to the immediate future is that any local body should go to work first where nothing really good is offered by private enterprise. Where a good private school existed, it would gradually either become recognised as the school of the place, or would even be taken over by a public body. In fact, the system should be worked from a standpoint of goodwill towards efficient private schools.

2372. Of course it would not only need to be equal to its work at the time of proposed founding, but to be proved equal periodically?—Yes. Unless Mr. Stone has already mentioned it, I may mention the case of the Girls' Public Day School at Swansea. The Girls' Public Day School Company has a good school at Swansea, and the question has been seriously raised whether the local authorities should set up a rival school exactly on the same lines. That is a test case, illustrating the difficulties both of a company like the Girls' Public Day School Company and of private schoolmasters in the face of any general effort to supply deficiencies.

2373. (*Dean of Manchester.*) Do you apprehend that what took place in primary education would probably be the case in Secondary Education,

that is to say, as the little dames' schools were virtually pushed out?—I do not see how that can be avoided. I am afraid that the Girls' Public Day School Company has, without any wish to do so, injured a good many private schools. I have no evidence of that, but I am afraid they have superseded some very fairly efficient schools.

2374. And it is also within your cognisance that it has pushed out a great many that were very indifferent?—Yes.

2375. (*Mrs. Sidgwick.*) How would you deal with the difficulty about laboratories. If there is a good private school without a laboratoy, what are the public authorities then to do?—I have not thought of it. Generally a private school that is tolerably efficient and prosperous would not have a difficulty in building laboratories itself. It might be expected to do that.

2376. Laboratories or other fittings that it might require?—Yes; the best private schools are well found, and really mean an expenditure of capital.

2377. (*Chairman.*) Are you speaking of day schools or boarding schools?—Both. I do not know many private day schools, but I believe the best are very fairly found.

2378. (*Mrs. Sidgwick.*) And you would disregard any that were not well found?—I am afraid that if a school was not well found it would be very difficult to meet its case. The utmost that could be claimed would be that all schools trying to do good work should be tenderly dealt with.

2379. (*Dean of Manchester.*) You think it would put itself out of court very soon, owing to the force of public opinion?—Yes.

DESIRABILITY OF SEPARATING THE TEACHING FROM THE CLERICAL PROFESSION.

2380. You seem to think that there is an *à priori* objection to any clergyman holding the head mastership of any endowed or rate-aided school, except Cathedral schools and recently founded Church of England schools. Have you any strong reason for maintaining that position?—First, from a professional point of view, I want to see the educational profession a very distinct profession in itself, and I think therefore the highest aim of men in it should be to succeed rather in their own profession than to gain promotion in some other profession. Of course men do not deliberately aim at promotion in another profession—I should be very sorry to accuse them of that—but, whether he will or no, a clerical schoolmaster's main chance of advancement is in connexion with the Church. In the next place, the profession has actually become very largely a lay one, only that the best prizes are still held by clergymen.

2381. (*Chairman.*) But are those best prizes held by clergymen under custom or under statutory provision?—In most cases it is rather by custom. It is owing to governing bodies who are rather conservative and rather timid, for, I believe in most cases, the head masterships (for instance, Rugby and Harrow) are open to laymen.

2382. Apart from recent foundations, there are very few cases in the older grammar schools in which the head mastership is restricted to clergymen?—Yes, lay head masters, I think, are gaining ground, but I do not think people are quite aware of the enormous change that has taken place in the ranks of the profession generally. At the time of the Public Schools Commission I think one-fourth of the masters at Eton only were laymen, and at Rugby only one-sixth of the masters were laymen; now the proportions are just about reversed.

2383. Is that any greater change than has taken place in the teaching staffs of the Universities of Oxford and Cambridge?—It is exactly the same. I was going to quote that. I was looking at Whitaker's Almanac, and taking the figures with regard to the chief boarding public schools, I think Haileybury has the highest proportion of clergymen, one-fourth; others run to one-fifth, one-sixth, one-seventh, and one-eighth; and at the universities exactly the same change has taken place. Of the Fellows of Trinity College, Cambridge, only 8 out of the 60 are in holy orders.

So that practically, not owing to any fault of legislation, but owing to custom and circumstances, a grave injustice is being committed. You are giving the best prizes (for every single boarding school of the first rank has a clerical head master) to men who constitute less than one-fourth of the profession, and I do not think that anybody pretends that the monopoly of character, ability, or success, is with the clerical schoolmasters. They are neither worse nor better than their lay fellows.

2384. But if this remarkable change which you have described has been the result of a change in public opinion and in custom, have you not reason to expect that opinion and custom will have their way in the case of headmasterships also?—I trust they will.

2385. Do I understand that you think that it is necessary to legally disqualify clergymen for these chief appointments?—I do not at present, but I think it might come to a point when that might be the case.

2386. Why do you think so?—Because on this question opinion has moved much more slowly in the case of headmasters than of assistant masters.

2387. (*Dean of Manchester.*) The inductive instances which you have given to us, and which may be fortified, as you are well aware, by the headships of the colleges at Oxford, appear to me to show that there is no necessity for legislative action?—I do not urge it at present. I merely say that if public opinion does not in a few years produce some effect of that kind, I think it will be very desirable to have some legislation in that direction.

2388. Then may I ask further, do you not consider that that is rather an infringement of liberty?—No.

2389. You would disqualify a person because he may happen to be in holy orders. Do you not think that is an infringement of liberty?—No, not any more than it is to prevent him from being called to the Bar or elected to Parliament.

2390. (*Chairman.*) Would you apply that to the ministerial office in other denominations than the Church of England?—Yes, unless they were schools of a special denomination; and there, just as in distinctly Church of England schools, cathedral schools, or a school like Marlborough, which was founded as a Church of England institution, I think the governing body should do exactly as they like.

2391. Would you go so far as to say that the position of clergyman in any religious body should be a disqualification?—Yes.

2392. (*Mr. Lyttelton.*) The governing bodies may reasonably be supposed to be in touch with the mass of parents of the boys at the school, and may reasonably be supposed to represent the parents. How do you explain the fact that they have clung to the old custom?—Because the arrangements of the schools have grown up so as to make it seem to be an advantage to have a clergyman there.

2393. Do you think there is no reason at all to suppose that the mass of parents who send their boys to that school want a clergyman rather than a layman?—That is extremely difficult to say. As far as my own experience goes, I should have said they were indifferent.

2394. You are head master of an unsectarian school, I suppose?—Yes, but my acquaintance extends beyond it.

2395. If there were a strong denominational feeling in this respect you would not be likely to have come across it professionally, would you?—No.

2396. (*Chairman.*) Do you think that the preference which parents appear to feel, or which governing bodies appear to feel, for a clergyman, would be mitigated if the head master of a school, although a layman, were given the power of preaching in the college chapel?—I think it would be a distinct advantage if he were.

2397. Do you think that in that way the power of addressing the boys from the pulpit, which is considered valuable in a headmaster, would be

saved even if the headmaster were not a clergyman himself?—Yes. Besides he could address them in another room.

2398. Would that be the same thing?—I think the difference would be very slight.

2399. (*Dean of Manchester*). Are you not of opinion that that is a *quasi* clerical function?—No.

2400. (*Dr. Fairbairn.*) If you allow a lay headmaster to preach would you deny him the right to exercise any other proper clerical function?—The only function necessary for a headmaster that could possibly be called clerical is the power of talking to his boys, and surely a layman would be able to do that.

2401. As a matter of fact that is not the only function. It may be the only one that he need want, but it is not the only function, and I want to know how far you would extend your freedom?—I am afraid I do not quite understand the question.

2402. The administration of the Sacrament of the Supper, for example?—Of course, if he were not in orders he could not.

2403. Then you would attach a distinct disqualification there?—Well, I do not know that it would be a disqualification to anyone. I suppose that the boys would attend service where there was a regular ordained clergyman, and receive the sacrament from him.

2404. (*Dean of Manchester*). Is that to be provided by the school or what is to happen?—I think that schools with chapels would probably retain the services of a chaplain. A possible solution of the difficulty is that there should be every Sunday one unsectarian service in which the masters mainly took part, and that every boy should attend once in the day the church or chapel of his own religious denomination. I want to see all our schools made equally attractive to people of all denominations, and I think that for that purpose the first thing is to have the headmasters as much as possible laymen.

2405. Is it not within your cognisance as a matter of fact that these schools have been accepted by people without any demur?—Yes, to a certain extent, but on the whole they are not as attractive to Nonconformists as they are to members of the Church of England.

2406. (*Chairman.*) That is rather a different point. Your view is that it is desirable in the interests of the whole community no less than the members of the teaching profession?—Yes. I want to see all endowed schools that are not specially attached to denominations as unsectarian as possible.

2407. And you think they would not be unsectarian so long as Church of England clergymen are preferred as masters?—Yes.

2408. (*Lady Frederick Cavendish.*) But it seems to me that you wish to impose upon people your own wish in the matter. Have you any grounds for thinking that the bulk of English parents who send their children to English schools are of your mind?—I am afraid I have not accurate knowledge on that point. I suppose that the country is tolerably divided between churchmen and Nonconformists. The churchmen with stronger feelings would no doubt prefer clergymen; the Nonconformists, almost to a man, I think, would prefer laymen. There are a large body of indifferent people who are nominally members of the Church of England who would not care either way.

2409. (*Dean of Manchester.*) Have you sufficient knowledge to say that the Nonconformists of England would prefer that there should not be a minister of their denomination at the head of the school?—Do you mean of their own denomination?

2410. Of a denomination—any denomination you wish?—There are Nonconformist schools with ministers at their head, but they are not numerous I believe.

2411. The question I asked was this: supposing, for example, the minister of a denomination other than the Church of England was put at the head of Rugby School, do you think that the Nonconformists of England would object to him because he was a minister?—I do not know.

2412. Does it come to this, that it is to be a disqualification for a man to be in holy orders unless he is to do what he cannot do without taking advantage of the Clerical Disabilities Act, that is, renounce his orders?—I say that the general opinion has not advanced quite so far. But it seems to me as unreasonable a thing to require Holy Orders for a headmastership or to give any preference to a clergyman as it would be to require a judge to hold a commission in the army.

2413. But is the preference given?—Yes.

2414. Considering that in schemes of the Charity Commissioners it is not a disqualification that a man should not be a clergyman, is it to become a disqualification that he should be a clergyman or a minister?—I think it might eventually have to be.

2415. (*Chairman.*) Do you wish to add anything on any other point?—No, I think not.

(*Chairman.*) On behalf of the Commission I thank you for the evidence you have given.

The witness withdrew.

Adjourned to Tuesday, 29th May, at 11 o'clock.

NINTH DAY.

At Westminster Hall, Tuesday, May 29th, 1894.

PRESENT:

THE RIGHT HON. SIR J. T. HIBBERT, K.C.B., M.P., IN THE CHAIR.

The Hon. and Rev. EDWARD LYTTELTON, M.A.
Sir HENRY E. ROSCOE, M.P., D.C.L.
The Very Rev. The DEAN OF MANCHESTER, D.D.
The Rev. A. M. FAIRBAIRN, D.D.
Mr. RICHARD C. JEBB, M.P.
Mr. RICHARD WORMELL, D.Sc.
Mr. HENRY HOBHOUSE, M.A., M.P.
Mr. M. E. SADLER, M.A.
Mr. H. LLEWELLYN SMITH, M.A.
Mr. GEORGE J. COCKBURN.
Mr. CHARLES FENWICK, M.P.
Mr. J. H. YOXALL.
The Lady FREDERICK CAVENDISH.
Mrs. BRYANT, D.Sc.
Mrs. HENRY SIDGWICK.

The Hon. WILLIAM N. BRUCE, *Secretary.*

W. H. STONE, Esq., and Miss MARY GURNEY re-called and further examined.

2416. (*Sir John Hibbert to Miss Gurney.*) I think you wished to add something to the evidence which you gave when you were before us on the

last occasion?—I wish to be allowed to explain that I have made further inquiries as to the number of girls who have gone on to college and who have taken scholarships from our schools. The chairman inquired last time how many there were; since then we have had a return made up to the present time as far as possible, giving the number as nearly 600 who have gone on to college, and nearly 300 who have taken external scholarships. I have brought copies of that return for the members of the Commission to-day. Perhaps I might add that it appears to be inadequate, as we have not been able to get the correct details as to all the schools, but, at any rate, it will indicate the numbers approximately. (*See Appendix No. 3.*)

2417. (*To Mr. Stone.*) I think you left off in your evidence at the question with regard to the number of shareholders. Will you, please, tell us what you have to say with regard to that point?—The number of shareholders is stated in the return which we have sent in as 2,110.

2418. Do you wish to say anything else with regard to that matter?—No, not with reference to the shareholders.

2419. Then, I believe, you have something to say with respect to the claims of the Girls' Public Day School Company to be a public institution?—Before going to that, might I add something to what I said on the last occasion. I do not think I stated this, which I should like to state now, with regard to the proportion of expenditure under certain heads per pupil. It is taken on the average of 10 years. The cost of teaching stated in pounds and decimals of a pound per pupil is 9·98*l.*—practically 10*l.* Premises, which include interest at 5 per cent. upon the share capital, interest on mortgages, rent, and all other matters connected with the premises, 2·87*l.* Those are the two principal items, and the total is 15·08*l.* That is the average cost per pupil taken over a period of 10 years, of which 10*l.* goes in salaries and nearly 3*l.* on premises.

2420. Could you give the total number of pupils?—The total number now is 7,100. The gross total during all those years is put down at 33,536. That is, of course, for a longer period than 10 years. It is since the commencement of the company; I do not know what the number is for the 10 years, but it is sufficiently large to make the average a very good one.

CLAIMS OF THE COMPANY TO BE A PUBLIC INSTITUTION.

2421. What have you to say with regard to the claims of the company to be a public institution?—We think there are several considerations which might allow us to be considered in that light, whether we are technically public schools or not. One thing is the large extent of the work which we have done. I do not know whether the Commission would allow me to give certain estimates which I have formed as to the proportion of the work of this kind which is required in the country, which we have done. I have tried to arrive at a basis for estimating the number of children requiring Secondary Education. I do not know whether it is a good one or not. I have not found any statistics with respect to England, therefore, I have taken a comparison from the United States. In the United States there are said to be 360,000 children attending public secondary schools.

2422. Do you mean girls alone, or both sexes?—Both sexes. I think it is probable that as many children attend public schools of the kind in America as would ever be likely to attend them in England. Taking that as a possible assumption, that is at the rate of six per 1,000 on the population of the United States, which is 60 millions. Of course, these figures will all be very rough. If we take half that number to be girls, three per 1,000 would be the number of girls requiring Secondary Education in public schools. Now take London. If we take the population of London at four millions, that would give 12,000 girls for Secondary Education. In our London schools there are 4,059. Those are all, except about 100, in high schools. Of the 12,000, certainly more than half would not go to high schools; they would go to schools of a cheaper and lower type. Then I take into account also the Church schools and certain special schools which have been provided by a special company. There are two schools, one in Baker Street and another. Taking those altogether, it would appear that

there is something approaching to a sufficient provision of high schools for girls in the London district.

2423. (*Lady Frederick Cavendish.*) Do you count in any high schools for girls except those which are managed by companies?—I have not considered private enterprise schools. I am speaking of what I call public schools. Then, at any rate, waiving the question of the other schools, if we have provided for 4,000 out of 12,000 children, it certainly seems as if we had done a very large amount, at all events, towards the provision of high schools for girls in London who require it. I will take one or two other places. At Ipswich the population is 60,000. Upon that, in the same proportion, there would be only required accommodation for 180 girls for Secondary Education of all kinds. We have in our school there 193. We have had more. At one time we have had over 200. That would appear to be more than my calculation would provide of high-school girls, because there are lower-school girls as well. But that is explained in this way: at Ipswich we have a considerable number of girls who come as boarders. They come from the districts round. We have a good many children of country clergymen and people of that type who send their girls to boarding-houses at Ipswich, and they attend our school.

2424. (*Sir John Hibbert.*) What proportion of the 193 would be boarders?—(*Miss Gurney.*) About 40 would be boarders. (*Mr. Stone.*) And there may be a few others who, without being recognised as boarders, might be sent by their parents in the country to live in the families of their friends. They would not come under the head of boarders.

2425. (*Mrs. Sidgwick.*) Are any of the London pupils boarders?—Yes, and that must be allowed for; but the number is not large. (*Miss Gurney.*) The number is very small, except at Notting Hill.

2426. (*Dean of Manchester.*) Have you any coming from the neighbourhood, other than those who are living with friends?—We have some who come in as weekly boarders. (*Mr. Stone.*) In several places we have children coming from a distance by train. So that would also account for the extra number at Ipswich. Still, I think it indicates that Ipswich is fully provided for in the matter of high schools.

2427. (*Lady Frederick Cavendish.*) Are there any boarding houses at Kensington?—(*Miss Gurney.*) The number is very small—hardly worth noticing. (*Mr. Stone.*) The same thing applies at Oxford. There we have over 200 children, and my figure would work out to something like 150 of them. There, also, we have a considerable number in boarding houses.

2428. (*Sir John Hibbert.*) Do you give these towns which you have named as typical cases?—Yes; of course I do not wish to press it too closely, because the datum that I have started with may be erroneous, but I think it, at all events, supports our claim to have provided a very considerable amount of the necessary accommodation in high schools for girls. Besides that, we have been the means of the same work being done by others. In the first place, there is the Church Schools Company, as to which I am not, of course, prepared to give evidence, but it is on a considerable scale. Also there are in a great many large towns, and in some smaller ones, companies formed for the purpose of providing high school accommodation which, without any disguise, have imitated our system. We have been very glad, but they have taken all our methods very closely indeed—a great many of them; they have frequently obtained their teachers and head mistresses from our schools; and, I think, as we were first in the field, we may claim some share in that part of the work also.

2429. I suppose you look upon cases of that kind in a friendly spirit?—Quite so. Even the Church Schools Company, who may be supposed to be in some cases our rivals, have taken up work in smaller places which would not have suited us, but the other independent companies have not clashed with us at all. Then, I should like to say that in all cases, with

one or two exceptions in London, we have gone to these towns on the invitation of the inhabitants, and, as a rule, the matter has been taken up by all the leading authorities, the clergy and ministers of several denominations, very often the mayors of those towns, and people of that sort. Our rule has been not to open a school unless a local committee of some kind was formed, and we have required as a condition that a certain number of our shares should be taken in the town, in order to provide the necessary fund for equipping the school, and so on. We, therefore, think that, having gone to these places by, as it were, public invitation, we have a certain *locus standi*, and a certain claim to be considered and not to be interfered with, unless it is absolutely necessary for the public advantage. I may also say that we have been careful in establishing new schools, to avoid clashing with endowed schools. The Charity Commissioners have always been kind enough to give us information, and we have always asked them whether there are any existing or intended endowments which are likely to interfere with us; and if they say there are, we have not gone to the town.

2430. Beyond requiring a certain number of shares to be taken in the localities where schools are established, do you require anything like a local guarantee for expenses?—No, we do not. We ask an expression of opinion as to the probable number of children that we shall get, but that does not bind anybody. We consider it for what it is worth. We do not have any guarantee as to expenses; on the contrary, we have frequently made losses.

2431. (*Lady Frederick Cavendish.*) I think in one or two cases we have taken over existing schools, have we not?—Not since I have been Chairman. (*Miss Gurney.*) No, I do not think we have ever done that.

2432. Not at Highbury?—No. We appointed a mistress who had had a school in the neighbourhood, but we did not take over her school.

2433. (*Mr. Llewellyn Smith to Mr. Stone.*) I want to ask a question or two as to the basis of calculation with regard to the requirements of the country as to Secondary Education. What is the basis of the estimate of the 360,000 children in the public schools in America?—That is given in an article which appeared recently in the "Nineteenth Century," and the writer states it as a published statistic, I do not know from where he takes it.

2434. Does that include public secondary schools?—Yes.

2435. In all districts of North America?—Of the United States.

2436. Backward and forward?—Yes.

2437. Do you not think that an estimate of that kind is rather fallacious if applied to particular districts like London. You are, if I may say so, watering down all the advanced districts of America by all the backward districts, and so getting a kind of average which, it seems to me, would not apply to any district of concentrated population like London or any given town?—I should have thought if you took the average over the whole of the United States it would be a fair guide, because I should have thought there would be a much greater tendency to send children of the richer classes to public schools in America than in England. In England there would be a number of parents who would never do that but would prefer to educate them at home. I only give the figure for what it is worth.

2438. You are aware that that estimate differs very very widely from the estimate formed by the Schools Inquiry Commission?—No, I did not know that.

2439. The estimate by the Schools Inquiry Commission, if I remember rightly, was 16 per thousand—for boys, excluding the girls?—I would point out that higher grade board schools were not in existence, and I imagine that now they would take a large amount of the children. In my estimate of six per thousand for England I am, of course, assuming that

the higher grade board schools are in existence and would take a large number.

2440. And that such schools are developed?—I should think that probably they would be developed.

2441. (*Sir Henry Roscoe.*) Might I ask whether you could give us the statistics for such a city as New York, to compare with London, instead of taking the average over the whole of the country?—I am afraid not, but I think in the article in the "Nineteenth Century Review," which I mentioned, a great many particulars will be given.

2442. (*Mr. Fairbairn.*) Do you not think the average of America is, for one reason, entirely fallacious. The number of women employed in education, primary and secondary, in America is out of all proportion greater than the number of women employed here. Hence there is a demand for educated women in America that we know nothing of?—Of course I know nothing about that. I am not aware of the statistics. I should not have thought that the proportion of children who became teachers would be large enough to affect the figures very materially, but it may be so.

2443. (*Dr. Wormell.*) Do you not think that if you took a district around Boston, equal in area to England, the number per thousand requiring Secondary Education would be very much greater?—Very possibly; but at the same time I think there would be a great many people in America who would send their children to secondary schools when English people would send them to primary schools. I thought that probably the Chairman of this Commission would know a good deal about it.

2444. (*Dean of Manchester.*) I notice you divide it between boys and girls by a hard and fast line; you divide it by a half?—I should think there were rather more girls than boys, but not very many. It is a very rough estimate indeed. I do not suppose you can draw the line clearly between Secondary and Primary Education at all.

2445. It is new to me as regards London. Do you mean that a good many of these children go to higher grade schools?—No, what I am driving at now is the number available for high schools. I say that if there are 12,000 girls who require Secondary Education in public schools probably at least two-thirds of them would not require it in high schools; so that if education is provided for one-third in high schools it is a pretty good provision. That is my line. But of course a great many more than our 4,000 are provided for in high schools.

2446. (*Sir John Hibbert.*) And where would the other two-thirds go to?—They would go to whatever class of schools are established for their benefit. I suppose this Commission will probably develop something of that kind. A great many now go to endowed schools no doubt, but I daresay there are a great many who are not provided for who cannot afford the high school fees and who require provision. At Ipswich, which is the instance I have quoted, I believe there is full provision for all classes because there is an endowed school there providing a cheaper kind of education.

2447. (*Mr. Llewellyn Smith.*) But would not the proportion who go to high schools depend very much upon the fees. Would not the amount of the demand for high school education depend very much upon fees?—Yes, I suppose it would, but there are a great many girls for whom I should think a high school education is not very well suited, because it requires them to remain much longer at school.

2448. But your estimate applies really to what I may call the demand for self-supporting schools; that is, schools which charge a fee which will enable them to be self-supporting?—No. I was thin ing that in America the Secondary Education was so cheap that anybody who wanted it took it probably.

2449. In Ipswich, you think, the demand is satisfied; I dare say it may be so. I do not know Ipswich, but your evidence of that would be that there is no extra demand at the price at which the education is offered; is that so?—No; my evidence started from a different basis altogether. I endeavoured to start from the probable number of children requiring such an education.

2450. And the children who would benefit by it?—Yes, to whom it would be suitable. I thought that in America everybody who considered it suitable would get it cheaply. (*Miss Gurney.*) Ipswich would probably be supplied with the endowed school and the high school, and perhaps I might add that there is a scholarship from the endowed school to carry girls on to our high school in Ipswich.

2451. (*Sir J. T. Hibbert.*) Is there a higher grade board school at Ipswich?—There is, and something above that, an endowed school. I speak of an endowed school at low fees about the rate of 6*l.*, with a scholarship (subscribed locally), which sends girls on into our high school.

2452. (*Mrs. Sidgwick.*) To what age do the pupils remain at this school?—I cannot tell you exactly, but the scholars pay our lower fees, 12 guineas, though entering late.

2453. (*Dean of Manchester.*) Does not the endowed school cover the same ground as your school?—I think there is a distinct difference between what is called a second or third grade school and what we call our high school.

2454. It is not merely a question of fees and being able to go cheaper, but it is a better education that you give?—It would be a more limited education in the other school, but there is of course a difference of fees, which is a very important element. (*Mr. Stone.*) The main distinction would be the arrangement of a curriculum suitable for girls leaving at an earlier age.

2455. (*Mrs. Bryant.*) What is the age of girls leaving the Ipswich School?—I do not know as to the endowed school. Our age is 19.

2456. (*Sir J. T. Hibbert.*) I understand that the statistics you have given are given with the intention of showing that your company has claims to be recognised as a public institution?—Yes, and to that I should like to add, if I may, one or two other points. One thing which, I think, distinguishes our council from the ordinary board of directors of a private company is that we are entirely unpaid. No members of the council have ever received any remuneration, and the articles of association do not allow of any remuneration being given to them. It is an enterprise which has been undertaken entirely for public objects. As I said on the last occasion, we have made it to a certain extent commercial, and we have paid a 5 per cent. dividend for the purpose of obtaining the money necessary to put up our buildings. We might have earned a very much larger dividend, but we have never distributed that, and I think I may say without doubt that the shareholders, if it were thought desirable for any reason, would be quite willing to have their dividend limited by the articles of association to 5 per cent. But at any rate the council are entirely unpaid, and we have had a number of persons of great experience and eminence in educational matters on the council.

2457. Do you make any provision for scholarships out of your fund?—We have scholarships at the schools, but we have no exhibitions to be held outside the schools.

2458. What kind of scholarships are they; are they entrance scholarships or leaving scholarships?—They are scholarships taken by girls who are under education at the school. A scholarship is equal to the fees of the year, 15*l.*, and it is tenable for two years, but it is held only during the time that the girls remain in one of our schools. We have no exhibitions of our own admitting girls from outside.

2459. And no scholarships on leaving admitting them to other schools or colleges?—No. One or two have been given by benefactors outside, but nothing of great importance. (*Miss Gurney.*) We have had one given to us by the Reid Trustees, for Bedford College, annually, since 1878, worth 40*l.* per annum for two years.

2460. Does that admit the pupils taking it to Bedford College?—Yes, to Bedford College, London.

2461. (*Mr. Lyttelton.*) Do you give these scholarships at entrance?—We do not give these scholarships at entrance.

2462. Then how do the daughters of poor parents manage for the time before they can get a scholarship?—The scholarships are not sufficiently numerous to be of any use in that way, they are really in the nature of prizes to girls who are particularly distinguished. (*Miss Gurney.*) The intention is to keep the girls in the schools—those who would have to leave early on account of their circumstances or for other reasons. That is the main intention, but they are given also as an honour.

2463. That is, to the most promising?—Yes. They are given on the board examination. (*Mr. Stone.*) Having no endowment, we cannot afford to take in gratuitous pupils. (*Miss Gurney.*) We have girls holding board school and other scholarships in our schools.

RELATION OF COMPANY TO FUTURE ORGANISATION OF SECONDARY EDUCATION.

2464. (*Sir John Hibbert.*) What is the nature of the claim which you wish to make on behalf of your company?—(*Mr. Stone.*) The position we should like to take up is this. We started this work when no one else was apparently willing or ready to do it, and we have carried it on for a considerable number of years. As I said, we have gone to towns by invitation. We have gone through the preliminary time of carrying on the school at a loss. Almost invariably when you open a new school it has to be carried on for one or two years at a loss. We have expended a large amount of capital, and a number of persons interested in education have become shareholders in the company for the purpose of promoting education. Now, we think it would be very hard upon us if, without an absolute public necessity, our schools were destroyed by competition.

2465. What do you mean by competition. Do you mean by the establishment of other schools?—I should like, if I may, to illustrate what I mean by an instance.' This is what has happened at Swansea. At Swansea we have opened a school. We went there as usual by invitation. The school has been highly approved; the prize meetings have been attended by the mayor and by other leading authorities of the town, as is generally the case in the towns where we go, and we have never heard the slightest suggestion that our school was not doing exceedingly good work. We have gone through the period of losing money there. We have carried on the school at a loss for some years, and it has now reached a point at which we hope it will pay its way if not something more. At Swansea a scheme has been framed under the Welsh Intermediate Education Act, and under that scheme a school for girls is to be established. That school to all intents and purposes will be a high school, because the curriculum is a very wide one indeed. It is as wide, or wider, than ours. They are obliged compulsorily to teach three languages, that is, Latin and two foreign languages, besides all the other subjects that we take and certain others. To that they may if they please add three other languages, so that they may teach six languages and are obliged to teach three. They are obliged to take mathematics as far as trigonometry, which we regard as an optional subject and which is very little taken indeed in our schools. They also teach certain things which we do not teach. Therefore the curriculum is entirely that of a high school. Girls may remain up to the age of 18. The head mistress will receive a salary of 800*l.* a year. That school will receive a subvention from public funds, first of all of a sum of not less than 800*l.* nor more than 1,000*l.*, and in addition to that it will have its buildings provided free. That is, supposing the school were to have 200 girls, which would be the full number I think (at any rate we will take it at that), that would be 5*l.* per pupil besides the buildings.

Putting the buildings at nearly 3*l.* it would between 7*l.* and 8*l.* a year per pupil of public subvention. Now that school being in all respects probably as regards teaching as good as ours, and having this subvention of 7*l.* or 8*l.* per pupil, would be able to charge fees very much lower than ours, and would therefore be able to supplant our school. Having a select company at our school would be the only reason which would induce parents to send children there, and the result would be that our school would soon have to be abandoned.

2466. Is this school that you speak of established, or is it in course of erection?—The school is to be built out of public funds. The Charity Commissioners have assisted us as far as they could, no doubt, and have put in a clause for our protection, which we may presume is the best that they could do. The clause is to this effect: "The governing body may, "with the sanction of the Charity Commissioners, invest such part of the "building fund as is not immediately required for building, and apply "the income thereof in hiring temporary school buildings and a play-"ground, and may for this purpose, if they think fit, and upon terms to "be approved by the Charity Commissioners, take over from the Girls' "Public Day School Company, Limited, the lease of the buildings in the "borough now occupied by that Company for the purposes of a high "school for girls." Therefore, they have power, with the consent of the Charity Commissioners, to take over our school; but there is nothing said about compensating us for any loss or anything of that sort; and it is obvious that in treating with them for these buildings, we are at an extreme disadvantage if we do not accept whatever terms they choose to offer us. I do not wish to assume that they will deal at all unfairly with us, but we are entirely in their power, because they may say, "We will "not take your buildings: you may carry on your school, and we will "open our school." In that case our only alternative would be to close our school, because it would be impossible for us to compete with them, or to carry it on. Although in the case of Swansea it may not be particularly injurious to us, that school not having been a particularly profitable one, and we having only hired our buildings there, yet if it had happened in a town where we have laid out a very large sum, and are making a substantial profit, it would be very injurious, indeed ruinous, to us.

2467. Have you any local representatives upon your board?—No, we have no local representative from Swansea, but we went there by general invitation of the borough, when they had no other expectation of getting the same education in any other way.

2468. (*Dean of Manchester.*) May I ask if there were such a concordat, whether you would be satisfied that you should abandon the position, providing the terms of agreement were fair?—We should not like that, but of course we should not be able to complain. I was anxious to suggest to the Commission what course we should prefer.

2469. Perhaps you would prefer to be left alone, and allowed to continue your own work of education?—Yes, and we think that where it is proved that our work is well done, it might be a considerable waste of public money to establish a school in opposition to us. I ought to say that in the case of Swansea, there is a good deal of money available, and I have calculated that the allowance altogether for the boys and girls' schools there, including the estimated value of the buildings they put up, would amount to about 2½*d.* per pound per annum upon the rateable value of Swansea. It is not to come out of the rates, but that is what it amounts to. In the Bill for Secondary Education, which was introduced last year, I think the limit allowed to be expended was a halfpenny in the pound. This is five times that amount, and with that no doubt they could establish a very good school at Swansea. But, supposing the other course was taken, and only a limit of a halfpenny in the pound allowed, that would not be more than enough to provide the building for a school, and therefore I think that, unless some precautions are taken, there seems to be a considerable danger that local authorities would be led into establishing schools, and getting into great financial difficulties. Therefore, what we

wish, amongst other things, is that some central authority should have a control over the matter, and should especially fix the rate of fees to be charged at these schools at such an amount as will really provide an efficient education. If they tried to establish a school only with the assistance of a rate of a halfpenny in the pound, and it has to charge very low fees, the result will be that when the buildings are put up, there will be nothing more to contribute towards the expenses of the school, and the school must be starved, or else the local authority will get into financial difficulties. There will either be an insufficient provision of teachers, or the teachers will be very inadequately paid.

2470. (*Sir John Hibbert.*) Are you not arguing on the basis of a Bill that has not been passed?—Yes, that is true, but so far that shows the necessity of some precaution being taken, because it went so far as that an estimate was formed that ½*d.* in the pound would suffice, whereas it would be found in practice, I contend, that it would not be nearly enough, inasmuch as the fees would be required to be very much higher than has often been thought about. What we want is that there should be a central authority who should calculate these things and fix the fees not too low, but fix them high enough to keep the education in a thorough state of efficiency.

2471. (*Mr. Cockburn.*) How many of your 36 schools are your own property?—Do you mean the buildings?

2472. Yes?—22 are carried on in buildings erected wholly or chiefly by the company and the remainder are in buildings that are hired.

2473. Can you tell me how much capital you have invested?—Yes. We have spent on buildings and furniture 268,000*l.* Of that 30,000*l.* is furniture and 238,000*l.* buildings. But it is right to say that some of that money has been sunk in altering buildings which were used temporarily and which afterwards had to be abandoned. Therefore it is not all represented by value now, and out of income we have written off a very substantial portion of that 238,000*l.*

2474. (*Dr. Wormell.*) You are governor of several endowed schools, are you not?—Yes, I am of a good many.

2475. So that you are able to compare the advantages of such a system as yours with the systems in other schools?—Yes.

2476. What do you think are the advantages of your schools over the ordinary endowed schools. Is there a greater freedom in consequence of there being no scheme?—I think we have a considerable advantage in the system of central management. I think that where the management is of one single school, and especially by a local body, there is rather a tendency towards undue interference with the internal affairs of the school. I think we have an advantage there, and we certainly have the advantage that we are able to get on our board by meeting in London very eminent members. Also we are able to have a complete system and scale of salaries of teachers. But I do not say that we manage better than the best endowed schools are managed.

2477. Then with regard to the disadvantages, are there any disadvantages as regards the teachers. Are they not less secure than they would be in the endowed schools?—(*Miss Gurney.*) Do you mean the head mistresses?

2478. I mean the whole body of teachers. Is there not a feeling of insecurity in consequence of the danger to the company which even Mr. Stone has admitted?—(*Mr. Stone.*) I do not think that has been felt as yet. I do not think the teachers have considered this question of how far we should be interfered with by public schools.

2479. You are bound to observe strictly commercial principles in your work, are you not?—Yes, up to a certain point. I do not admit that they are strictly commercial, because we might have earned 15 to 20 per cent., and we have not.

2480. But you never borrow more money on your freehold than in a strictly commercial sense you have a right to borrow?—No.

2481. And on the other hand, you do not labour to increase your dividend. There is no "sweating" in your establishments?—No, on the contrary we certainly pay salaries which are above the market rate, and we could get the teachers cheaper. We calculated our salaries on the basis of the "living wage," though we had not got the word at that time.

2482. (*Dean of Manchester.*) Have you ascertained what the "living wage" is in education?—We have got the best information we could. I consulted a late headmistress who had been through the thing and retired. I asked her to try and find out for me what she thought a lady in that position could fairly live upon.

2483. (*Dr. Wormell.*) Taking this partially philanthropic attitude into account as well as the strictly commercial, may we say that your company are prepared to welcome a measure for the public good, even if some adjustment is necessary to fit your own schools into a public scheme?—Certainly.

2484. As regards the places in which you supply an adequate instruction of this kind, I suppose you would prefer that in those places you should be unmolested, and that there should be no competition?—We should, as you say, prefer to be let alone, and for the local authority to make use of us by sending children to our schools either by scholarships, or by paying our fees, or something of that sort. We have put down on our printed suggestions, "that the local authority be empowered, with the "sanction of the central authority, to enter into an agreement with the "council or governing body of any existing secondary school, for the "carrying on of any such school, and for that purpose to make a grant "for such period as it may think fit, in aid of any such school, and also "to make provision for its future government or management by the "existing body, as the central authority may determine." That is, we should like the local authorities to have power, if they think proper, and with the approval of a central authority, to enter into an agreement with us, so that our schools might be carried on for them, and that they should be, if necessary, represented upon our body.

2485. That is the point to which I was coming. Suppose that there is inadequate provision in a particular locality for higher education, and you yourselves have a school there. Your commercial necessities may take away from you the power of increasing the size of that school, so as to make it give full provision for the needs of the district. There would be a case in which the local authority would have to increase that provision. They might either do it by starting another school, or by entering into an arrangement with you?—Yes.

2486. Would you prefer that they should supply you with funds, and allow you to expand?—Yes; and we put that partly on the ground that we think that a central council, like ours, has considerable advantage in reference to this matter of girls' higher education, which is rather a special matter. We think that we should have advantages over a local authority which would not be elected for that express purpose, and which would have a good deal to learn which we have already learnt by experience.

2487. Would that be met by the district authorities simply saying to you, "We will treat the amount of capital invested in this school as stock "just as if it were debentures, and we will pay you 3½ or 4 per cent. on "it, and then enable the school to expand by supplying you with funds." Would that meet your views?—How would you control your management. Do you mean that we should manage it, or they?

2488. In any case, if they contribute the funds, they would require some representation?—Do you mean that they should take the whole management?

2489. No. Take, for instance, the custom of the Charity Commissioners; I think that when any bodies have contributed a large sum towards the

establishment of a school, the Charity Commissioners always allow those bodies a certain representation on the new governing board, when the school is taken over, and I am assuming that that would be the case here. But you see the whole system would be changed, because being afterwards supported or developed by public funds, the schemes would be sure to require that the representatives of municipal bodies should be appointed?—We should be prepared, I think, to meet that if possible. I mean if it could be arranged for us. We have a further suggestion which we merely throw out for consideration; that is, that we wish to say that at all events we should be willing, if it were thought desirable, that where there was no school already existing, and where a local authority wished to establish a school, they should have power, after erecting their buildings, to enter into a contract with us, subject to the approval of any central authority, for conducting the school, so that we should undertake the management of the schools which had been built by local authorities. We should be prepared to do that if it were thought desirable.

2490. (*Mrs. Bryant.*) With regard to the representation of the local authority on the governing body, one difficulty suggests itself to me, upon which I should like to have your opinion. The local authority would be interested only in the schools of the locality, and the Girls' Public Day School Council is a central body meeting in London?—Yes.

2491. How would you get over that difficulty in the case of a particular school?—We are anxious to do that if it is required of us, but we have scarcely considered it our province to suggest how it should be done. I am afraid that the local authority would find it inconvenient in certain respects, but certainly their members could attend the meetings as much as they pleased.

2492. But you could hardly have the members of local authorities of all the schools in the central body in London?—No.

2493. Does not the solution of this difficulty imply something like the formation of local committees of management?—It might be done in that way; by having a local committee working on the spot with certain limited duties. We have local committees of that kind at present.

2494. And do you think that your council would be willing to adopt some such devolution of power as that?—We should prefer a system of local committees if they would be contented with somewhat limited powers, or we might have to trust to their discretion. We have had a case once or twice (once in particular I remember) where a great movement was made for a time for the local committee to have greater powers. Perhaps I had better not mention the name of the place. The representatives of the local committee had an interview with the council. We pointed out what difficulties might arise, and we invited them to make any suggestions as to further powers which they thought they might exercise. They went away and never formulated any further suggestions at all, and things have worked since very smoothly.

2495. (*Sir John Hibbert.*) With regard to the question put by Mrs. Bryant and what you stated about its being rather hard that you should be disestablished from your position, have you considered that it may be a natural feeling on the part of the local authorities that they should desire to have some say in the management of your school, instead of your managing it solely through a central body?—Certainly that is a consideration, but we should set against that the question whether they would manage the thing on the whole better than or as well as we have done, that is to say, with the idea of starting a new school against ours.

2496. There is a natural tendency in public feeling to have some voice. They like to have a finger in the pie?—We do not want them to be encouraged to do that at the expense of inferior education, or of the waste of public money. We want it to be controlled.

2497. (*Mr. Sadler.*) Under your proposed scheme, suppose a local authority refused to recognise one of your schools for different purposes,

would you ask for your company the right of appeal to a central authority?—Yes. What we ask for specially is this: when a local authority wishes to establish a school there should be a right given to the ratepayers of the district, and also to any persons having schools in the district, to claim a local inquiry.

2498. Then would you give the same right of appeal in respect of private schools?—Yes, I suppose that, logically, one should.

2499. I ask that question because of this, might not such an arrangement embarrass the central authority with the consideration of a good many local questions?—I think that in every case it would be desirable that there should be a local inquiry, because the central authority would have to find out what would be the proper kind of school for the district, and what was most required.

2500. Then you would have a central authority which might be holding local inquiries in every part of the country?—Yes.

2501. (*Mr. Hobhouse.*) Was there not a local inquiry in the case of Swansea?—Yes, no doubt there was.

2502. And had you not an opportunity there of appealing to the central authority?—No, we had not; we were only able to make a private representation to the Charity Commissioners entirely unofficially. We were not invited to appear nor invited to correspond officially.

2503. (*Sir John Hibbert.*) Have you had no official correspondence with the Welsh Board?—No, no official correspondence.

2504. (*Mr. Hobhouse.*) Surely you knew what was in contemplation at Swansea?—Sometimes we did not know at all. We had reports made to us by our headmistresses, and occasionally paragraphs appeared in newspapers which turned out to be quite unauthentic.

2505. Was not public notice given of the inquiry to be held?—I cannot tell you. I am merely telling you of what came to our secretary. I am not complaining of what took place at Swansea, I am only showing the danger that we are exposed to.

2506. But you are citing the case of Swansea as a typical case?—I do not think the inquiry was made there under exactly the conditions which we should have to protect us. (*Miss Gurney.*) We had great difficulty in finding out what was taking place at Swansea. We got representations from our head mistress, but we were not informed directly.

2507. (*To Mr. Stone.*) That was due to a great extent probably to your not being a local body, was it not?—I do not know at all.

2508. At any rate you do not pretend do you that there was no notice given to those interested in the locality of Swansea?—I do not say so at all. I know nothing about it. But I must say that our head mistress was instructed to be on the alert and to tell us what was going on.

2509. Was it your contention in the Swansea case that your school satisfied all the requirements for higher education of girls in Swansea?—In that case and in others what I should have liked would be this; that instead of one school comprehending everything as this appears to do, both the higher and lower education for girls, as a rule there should be two schools and that the two types should be kept very distinct; that they should be distinguished by a difference of age and a difference of curricula. I say this for one reason, because I think it is very desirable to avoid drawing the girls education downwards. In the case of Swansea the education will no doubt be a very thorough one, but I am afraid that very often when there is much less money available the public school will be of a lower type and people who have made a struggle to pay fees to get a good education for their children will be content with a lower education on the ground of cheapness; and I venture to think that that is a thing which this Commission should avoid. We think it is particularly important in the case of girls. It is not simply what they get in the shape of actual intellectual acquirement, but as regards cultivation and

refinement we have succeeded in inducing parents of various classes to send their children all to the same school, and as our school has been of a high type that has had a tendency to improve the girls from less cultivated homes up to the standard of the girls from the more cultivated homes, but if the reverse process were to take place I think it would be very unfortunate.

2510. I quite understand your general view, but you have not answered my question with regard to Swansea. I asked you whether your contention with regard to the Swansea case was or would have been if you had had a proper opportunity of putting it before the authorities, that your school as it existed there fulfilled all the requirements for the Secondary Education of girls in the town?—Yes. We should have liked that there should have been at Swansea a school of a lower type and the higher education left to us.

2511. You think the new school should have been of a lower type than that which was actually established?—Yes, I do.

2512. Then I think you expressed an opinion that in all cases of new schools which were established by local authorities they should fix a rate sufficiently high to provide efficient education?—Yes.

2513. Did you mean by that that the fees paid by the parents should be sufficient to support the school when it was once built?—It depends, of course, upon how much the public authorities are allowed to contribute. My own personal opinion is that if they contribute the buildings it is sufficient for that class of parents. That is a matter of opinion entirely. But if they had only a halfpenny rate allowed they would be able only to contribute the buildings. If they had more they could contribute more. I want the contributions and the fees together to be sufficient to provide a good education.

2514. You are aware that besides the halfpenny rate and whatever other rate there may be there are sums available under the local taxation grant which amount to a great deal more?—Yes, but I have always understood that that was only from year to year.

2515. (*Dean of Manchester.*) Is it not conceivable that another body than yourselves could furnish those different types of schools of which you speak quite as well as you and others could furnish those types separately?—If equally well done of course, only I think a large central body like ours has considerable advantages.

2516. Sir John Hibbert spoke to you about disestablishment. Following out that idea, you do not seem to be afraid so much of disestablishment if it is not accompanied by disendowment?—No.

2517. Strictly keeping to the analogy, that is to say if you were compensated. Granted that a proper public inquiry was made, and granted that everything went on on proper lines, you, in the paramount interests of education, would not think that you would suffer in the long run, necessarily, would you? I have already asked you whether others could not supply these different types as well as you?—I think it is somewhat doubtful whether the ordinary committee that would be appointed by a local authority could manage schools quite as well as we ourselves should manage them.

2518. I am very anxious that we should perfectly understand one another. I quite comprehend your contention, and can see very great force in it, but I do not know that the contention could not be met if proper arrangements were made under any scheme of Secondary Education. Do you not think that such arrangements might be made?—Do you mean that they might take over our buildings and schools?

2519. Yes, if they were properly found and equipped?—If our schools are merely closed by competition, we think it would be a very great hardship.

2520. But supposing they were closed by other means than competition. If they were closed by fair means, you would not demur, would you?—(*Miss Gurney.*) I think there is something to be said with regard to the prestige that we have now in the provision of girls' education. I think we are beginning to establish in England something of the feeling that there is in the great boys' public schools. We can say that we have done so, and we do not know whether other people could do so or not. There is a great deal of real public school feeling in our schools, and our schools have made a great difference in other girls' schools in the country. It is not for us to say whether other people could do the same, but we have had a remarkable effect on the education of girls throughout this country.

2521. (*Mr. Llewellyn Smith to Mr. Stone.*) You said that about half, or rather more than half the number of girls requiring Secondary Education would require it in schools of a somewhat lower type?—Yes, more than half.

2522. That would be a gap which self-supporting schools like yours could not fill?—No. I think that is a proper field for some local authority, or some proper body, only I want them to be properly demarcated from ourselves, to avoid drawing down these girls from higher schools to lower schools for the sake of cheapness.

2523. Your view is that the field of girls' education, which at present requires most urgently the provision of schools by some authority, is this middle field?—Yes, and also one other department. That is, the provision for places which are too small for our operations to pay. If local authorities could provide the building, we could manage the school if they thought it desirable, but it will be found to be very expensive to establish schools of that sort.

2524. You have one middle school?—Yes, we have one, and we are thinking of having another, but I do not think we are very anxious to do it. If the idea of management for local authorities were carried out, we should have quite enough to do.

2525. You do not fear that these middle schools, if formed by local authorities, and of course on a lower scale of fees than yours, providing a somewhat more restricted education, would injuriously compete with yours?—(*Miss Gurney.*) I think they might, if we had not some assistance to make up for the loss we might sustain. (*Mr. Stone.*) I am afraid they would interfere with us, but we should have to submit to that, I suppose.

2526. In the interests of education, you feel that there is a wide field uncovered?—Yes; just referring for a moment to Swansea, it is quite large enough for two schools.

2527. (*Dr. Fairbairn.*) Do you not think that the multiplication of public bodies controlling education is a serious inconvenience?—Yes.

2528. For example, suppose we had a school board controlling elementary education, and a middle board controlling what has been called middle education, and then a Public Day School Company controlling higher education, do you think that the multiplication of boards would be a real convenience or inconvenience?—I think it would be much better than trying to merge the whole thing under one management. I think too great uniformity of management is undesirable.

2529. Do you think that a board specially charged with middle education, gifted with all the authority of a local body, would feel that it had sufficient field for its activity?—Do you mean locally.

2530. Yes?—In large towns.

2531. In many of the towns that you have chosen?—I should think so in places like Sheffield, Liverpool, and some others, and in London. But I cannot really express an opinion on that subject.

2532. Do you think it would be becoming of the country, as a whole, to entrust what has been called the higher education to purely voluntary associations?—Yes, I think that is a good English plan, which has

answered very well so far. Many of our large public schools for boys are in that position.

2533. Are they exactly in the position of the Company you represent?—Not exactly, but they are equally independent, I think, and private. They are not Government institutions in any sense.

2534. They are not Government institutions, but they are hardly public companies?—No, they are not public companies, certainly.

2535. (*Sir John Hibbert.*) We shall now have to close this portion of your evidence. We are much obliged to you for the evidence you have given. With respect to the evidence of the Boys' Public Day School Company, you will probably be able to send in a memorandum to the Commission?—Yes.

2536. You have mentioned something about suggested safeguards?—That is very much what I have been saying; that we should wish a local inquiry to be held under the control of a central authority.

The witnesses withdrew.

SIDNEY WEBB, Esquire, and DR. W. GARNETT called in and examined.

2537. (*Sir John Hibbert to Mr. Webb.*) You are the chairman of the Technical Education Board of the London County Council?—Yes.

2538. (*To Dr. Garnett.*) You are educational adviser and secretary to the Technical Education Board of the London County Council?—Yes.

2539. (*To Mr. Webb.*) I understand you wish to state to the Commission the proceedings of the London County Council under the Technical Instruction Acts. I do not know that we need go back to the time when you did not devote your money to technical education, but we will start with the time when you began to work?—I may say that Dr. Garnett and I were very glad to respond to the invitation to give evidence, but the technical education board has not had an opportunity of expressing an opinion upon any of the questions referred to the Commission. Dr. Garnett and I are here with every desire to give all information possible and to answer any questions, but it would not be right to say that the technical education board is endeavouring to express any view to the Commission. We have had comparatively short experience; we have practically not yet completed our year's working. I think probably it would be more convenient to draw the attention of the Commission to the portions of the Board's work specially dealing with the subject of the Commission's reference.

ESTABLISHMENT OF TECHNICAL EDUCATION BOARD FOR LONDON.

2540. There was a report drawn up by a member of our Commission, was there not, upon which the county council have probably acted with respect to this question?—Yes, a special committee was appointed to consider what could be done and that special committee obtained the services of Mr. Llewellyn Smith to prepare a report; and that report has been our principal guide as yet in carrying out the Act. That committee recommended that the county council should not itself exercise the powers of the Act, but should delegate them to a joint committee, appointed by the council, but containing, not merely representatives of outside interests but, I think, an unusually large proportion of outside representatives.

2541. Are those outside representatives larger in number than the members of the county council?—No, the county council appointed 20 of its own members and invited 13 others, to which it added two additional members co-opted without nomination; so that the board consists of 35, of whom 15 are non-members of the council. We asked the co-operation of the bodies in London who appeared most likely to be able to assist us. We invited the school board to send three members, the City and Guilds Institute to send three members, and the trustees of the City Parochial Charities, who were responsible for the administration of the Polytechnics, two members; and also the London Trades Council, representing the trades unions of London, three members, and the Headmasters Association and the National Union of Teachers, each one member.

2542. Who were the co-opted members?—We nominated as our two co-opted members for the first year, a lady and a gentleman who are now members of this Commission, Mrs. Bryant and Mr. Llewellyn Smith.

2543. What was the amount of money that was devoted by the county council to the purposes of technical education?—The first vote was 30,000*l.*, but that was merely to suspend a certain part of the money. Practically, for the first year, we had at our disposal the balance of 30,000*l.* and a sum of 57,000*l.*, making in all a little over 86,000*l.*

2544. What is the amount to which the county council is entitled annually? Of course it varies to some extent, but what is the average amount?—The amount for the year for which we had 57,000*l.* was three times that—171,000*l.*

2545. (*Dean of Manchester.*) None of these other bodies are contributory in any sense, in the way of money, are they?—Not in the way of money to the work of the Board at present, but some of them have been very willing to take up special pieces of work which we have suggested to them, and in one case they have joined with us.

2546. (*Sir John Hibbert.*) Does this board report to the county council from time to time?—It reports only for information. It has itself full power of action, but it communicates to the county council once a quarter an account of its proceedings for the quarter, and once a year a fuller account.

2547. But is it necessary before any money can be expended that they should have the confirmation of the council?—No. The local authority, under the Technical Instruction Act, has power to delegate all its powers under those Acts except that of raising a rate, and consequently it has power to delegate its powers of expending money.

2548. That is assented to by the Government auditor, is it?—The Government auditor has not considered the point, because the audit has not yet been completed, but we are following the decision of Mr. Ritchie to the Devonshire County Council in which he pointed out that manner of procedure.

2549. I ask the question because we have had considerable difficulty in Lancashire with respect to the expenditure of money of this character?—I think in Lancashire the county council has not delegated its powers under the Act.

2550. Not in the same way probably?—In London the county council has divested itself of all the powers which it had under the Act, except those which by the Act itself it could not delegate.

2551. (*Mr. Hobhouse.*) As I understand you are an executive body and at the beginning of the year the county council appropriate a certain sum of money which you have full liberty to expend?—That is so in effect, but owing to the wording of the Act, the county council cannot legally appropriate the money until it has actually received it, and it does not actually receive it until a period later on in the year; but it provides for the expenditure in its estimates and authorises us.

2552. (*Mr. Llewellyn Smith.*) And does it once for all?—Yes.

2553. An estimate is made for the distribution of the money which goes through the finance committee?—That is so; in compliance, as nearly as we are able to do so, with the section of the Local Government Act.

2554. (*Sir John Hibbert.*) It is necessary by the Act of Parliament that it should be passed by the finance committee, is it not?—Yes, and, therefore, we prepare an estimate at the beginning of the year which the finance committee presents to the council with the other estimates, and the council approves once for all, and subsequently makes the necessary legal appropriation.

2555. Now will you make a statement to the Commission with respect to your proceedings since the technical education board was established?—

(*Mr. Webb.*) The accompanying report, dated yesterday, contains a brief account of the work of the board from its establishment to the present time. The board will be glad to furnish to the Commission from time to time any further reports of its work which may be published, should the Commission be willing to receive them. (*See Appendix No. 4.*)

2556. (*Dean of Manchester.*) With regard to the selection of numbers of representatives, which I understand to be those of the London School Board, the governing body, and so on, on what principle does the proportion proceed? Is it just the simple idea of the London County Council—its own inspiration?—It was its own inspiration. We looked around to see what bodies would be most likely to be able to help us, and we asked them to nominate members for our appointment, always subject to the limit that the London County Council itself retained the majority on the board.

2557. (*Mr. Cockburn.*) And for how long a period do they hold office?—The county council can only delegate its powers, as I understand it, for one year; and it makes the appointment of the board for one year.

2558. (*Sir John Hibbert.*) Has that been renewed?—It has been renewed for a second year.

2559. (*Mr. Cockburn.*) Then would the council ask these various bodies to suggest annually the names of these representatives, giving them the opportunity of proposing new ones every year?—The bodies have the opportunity of proposing new ones whenever they choose. As a matter of fact, there have been two or three vacancies during the year, and the bodies have respectively submitted the names of representatives to fill the vacancy, and the county council has, as a matter of form, acted on that representation, and appointed the representative.

2560. With regard to these 15, I want to know how long, supposing they all live and work, they may go on exercising their powers?—Of course, the county council has to re-appoint them every year, and it is open for the nominating body not to name the same representative for a succeeding year; and in the case of one of the bodies it did not nominate the same representative in the second year that it had named in the first, owing to the member in question no longer being able to serve.

2561. Then the period of service is one year?—That is so.

2562. (*Sir John Hibbert.*) According to your précis, the summary of proceedings has already been submitted to the Commission in answer to paper, No. 2?—That is so.

PROCEEDINGS OF THE TECHNICAL EDUCATION BOARD.

2563. I will not ask you to go very fully into the proceedings, but I will ask you to state roughly the different steps you have taken?—When the board was appointed, it found, of course, that the field included under "Technical Education" was extremely wide, and the work was committed for consideration to various sub-committees I do not need to trouble this Commission with all the various sub-committees. I propose to say a few words with reference only to those which had most special reference to Secondary Education proper. We had one sub-committee upon scholarships and another upon secondary schools. The board, in the way of scholarships, has established two grades of scholarships which practically come within the definition of Secondary Education. The junior county scholarships are open to pupils of public elementary schools.

2564. Is that above the seventh standard or are they open to all?—The conditions are that the pupils must have passed the fifth standard, and must be under 13 years of age. The scholarships are tenable at schools above the standards, either higher grade schools or secondary schools. Intermediate county scholarships are open to students under 16, though it is intended probably, in subsequent years, to make the limit of age 15, and are calculated to give a Secondary Education up to possibly 18 years of age in suitable secondary and higher grade schools.

2565. What are those scholarships worth? How much a year?—The junior county scholarships carry free education together with a payment

which is calculated at 1*l.* per school month for the first year, and 1*l.* 10*s.* per school month for the second year: that is to say 8*l.* and 12*l.* which we pay over to the Postmaster General, who credits the respective scholars in their Savings Bank accounts.

2566. Are they tenable for two years?—Yes, practically for two years, though the Board only awards them for one, and then intends to renew them for the second year, on good reports.

2567. (*Dean of Manchester.*) You said "in suitable secondary schools." Are the technical education board the arbiters?—Certainly. The board decides which schools it will approve as suitable for its junior scholars to attend, and, of course, we have had to have relation to the actual facts of London schools.

2568. (*Dr. Fairbairn.*) You spoke about Secondary Education proper. May I ask what you mean by that?—I should be very loth to give a definition unless that of all education between the elementary standards and the university.

2569. This is evidence on technical education?—I should be sorry to define technical education as exclusive of Secondary Education, or Secondary Education as exclusive of technical.

2570. Then do we understand that the committee you represent has the whole field of Secondary Education for its own?—The functions of the board are of course limited by its powers, and its powers are only those that are given by the Technical Instruction Acts. I understand therefore that we could not aid the teaching of Greek, unless Modern Greek, nor the teaching of Latin, nor history, and probably literature. But I do not know quite what other subjects would fall outside the definition in the Technical Instruction Acts.

2571. Still, an education that actually excludes the subjects you have just alluded to can hardly be regarded as secondary?—That is a matter of opinion, upon which I should not like to express myself. It is simply a matter of definition.

2572. It does not cover the whole of the field that lies between the elementary schools and the universities?—Certainly it does not.

2573. (*Mr. Llewellyn Smith.*) With reference to that, is it not the case that the Technical Instruction Acts do not exclude the board from aiding schools which are giving instruction in the subjects you named, providing they also give instruction in the subjects falling within the Technical Instruction Acts?—That is so, and as I shall have occasion to show we have aided schools which call themselves Secondary Schools and which do teach the subjects.

2574. (*Sir John Hibbert.*) Have you aided any grammar schools?—Yes.

2575. (*Dean of Manchester.*) So that your Secondary Education after all is "proper"?—I had not suggested that it was not.

SCHOLARSHIP FOR CHILDREN FROM ELEMENTARY SCHOOL.

2576. (*Sir John Hibbert.*) Going back to the scholarships, have you had two competitions for scholarships. First take the junior county scholarships to which you have referred?—We have had two competitions, but the second only took place last Saturday.

2577. I was going to ask you whether you had a larger number of eligible candidates on the second competition than you had on the first?—Yes, we had an increase I think of something like 200, but I ought to explain that we had an exceptionally large number I think on the first examination. We took very careful steps to make it known, and for 200 scholarships we had practically a thousand candidates. This year we have had for 300 scholarships, practically 1,200 candidates.

2578. And were the candidates of a satisfactory character?—Very satisfactory indeed. The number returned by the examiners as up to scholarship standard was, I think, something like 500 or 600 although we had only 200 scholarships to award.

2579. (*Dean of Manchester.*) Was that in the first year?—Yes, that was in the first year; and I may say that the examinations were held not by the board itself, but, in order, if possible, to secure the co-operation of as many scholarship-offering bodies as possible in one award we invited the joint committee of the Headmasters' Association to conduct the examination for us, as it does for several other scholarship bodies, so that the examination was held by an outside authority.

2580. (*Sir John Hibbert.*) Can you state what proportion of candidates there was as regards boys and girls. Was there a fair average of girls competing?—There were almost exactly two boys to one girl among the candidates, and in consequence of that and the corresponding lower standard for the girls, though the girls did very well, and though the board had left it open whether it would award an equal number to boys and girls, it did as a matter of fact award two-thirds of the 200 scholarships to boys and one-third to girls.

2581. (*Dean of Manchester.*) Was that because the standard was lower?—It was because the number of competitors was smaller. The marks obtained by the girls were also lower, but then we had not included subjects which gave the girls perhaps no chance of obtaining an equal number of marks with the boys. We did not debit the girls with the lower number of marks because in certain somewhat boyish subjects they did not get as many marks as the boys. The board was also influenced by the fact that it was awarding scholarships open to girls only from elementary schools, tenable in certain schools in domestic economy, upon which I shall have something to say later.

2582. (*Mr. Cockburn.*) What limit do you draw as to the parents' means with regard to these scholarships?—The Board worked but a limit for itself which has subsequently been expressed definitely. That was that we would not give these junior county scholarships to the children of parents in receipt of more than 150*l.* per annum, total income. We did not wish to prejudge the question as to whether there should, as a general principle, and for such scholarships, invariably be any money limit, but, in the actual practical circumstances in which we found ourselves, we restricted the scholarships to such parents as, in the opinion of the board, could not reasonably be expected to continue their children's education beyond 13 without some further assistance, and that limit was ultimately settled, roughly speaking, at 3*l.* a week.

2583. (*Dean of Manchester.*) Is that the limit whatever the size of the family may be?—We were not able to go into that.

2584. (*Sir John Hibbert.*) Probably that is a tentative provision?—It has been definitely expressed subsequently that the scholarships will not be awarded to children whose parents are in receipt of more than 150*l.*, per annum.

2585. (*Mr. Cockburn.*) Who makes the inquiries for you?—The scholars have to produce a form signed by the head master or mistress and two managers of the school, and they have to state the parents' occupation. Then in all cases in which the occupation did not, to some extent, reveal what the probable amount of the income was, the committee made further inquiries. We inquired practically into what sort of house the parents lived in, and other inquiries of that kind were made in order to discover, for instance, whether "tailor" meant a journeyman tailor or a shopkeeper. I may say that we believe we have been very careful and we inquired into some 20 per cent. of the winners of scholarships (those were the junior county scholarship cases), we rejected some 10 per cent. But I should not like to lay stress on the absolute accuracy of a money test.

2586. (*Dr. Fairbairn.*) Does the 10 per cent. represent the proportion of the 20, or 10 per cent. of the whole?—10 per cent. of the whole. I suppose the number of cases rejected was about 20 out of the 200, speaking roughly.

2587. (*Dean of Manchester.*) Do they mostly come from board schools, or from public elementary schools?—A large majority came from the board schools.

2588. (*Mrs. Bryant.*) I should like to ask a question with respect to girls. The numbers that came up for this examination showed that there was a considerably less demand, at any rate on the first occasion, among girls than among boys?—I think that is so, and that has been confirmed, whatever inference may be drawn from it, by the second examination, because in the examination which was held on Saturday for similar scholarships, including those scholarships which were offered by other bodies the proportion has come out almost exactly the same, that is, two boys to one girl.

2589. Of those who actually presented themselves?—Yes.

2590. So there is no advance. I wanted to know whether there had been an improvement, in the amount of the girls' demand?—The actual number of last Saturday's candidates was 759 boys to 373 girls, which is almost precisely two to one, and I think the numbers at the first examination were as nearly as possible in the same proportion.

2591. (*Mr. Yoxall.*) Going back for a moment to the question of the circumstances of the parents of candidates for scholarships, in spite of the difficulties that Mr. Webb has referred to in ascertaining the exact circumstances, I suppose we may take it that he regards some payment in addition to free schooling as essential?—Yes. Our experience, at any rate, leads me to believe that one great reason why some scholarships in London have not been successful, and others have perhaps not reached the class for which they are intended, is that the scholarships are very often merely free admissions, or free admissions with a very small money payment. I may say that, although the county council, when it was invited to take up technical education, had a very large proposition put before it, it left absolute discretion to the Technical Education Board, except upon this one point; in the discussions of the council it was strongly urged that no scholarships should be given under 10*l.* a year. It was felt by those who were best acquainted with the poorer districts of London that scholarships of less than 10*l.* a year, in addition to free education, would not reach the wage-earning class. You must practically provide the whole maintenance of the boy or girl from the age of 13 if you are to succeed in enabling the parents to withdraw that boy or girl from the labour market at 13.

2592. (*Dean of Manchester.*) Do you consider that sufficient?—We have found a sum of 8*l.* for the first year and 12*l.* for the second year sufficient, remembering that the scholars are usually 11 and 12 years of age, under 13 in all cases. The proportion of wage-earners to the total number is extremely large. The exact particulars have been given to the Commission. Probably three-fourths of the whole of our scholarship holders are the children of parents who are in receipt of weekly wages as manual workers.

2593. It is not in contemplation to raise the amount, I suppose?—No. I think it has been a compromise. There were some on the board who wished to limit scholarships to the children of people receiving 2*l.* a week; and there were others who thought it was sufficient if they should have been *bonâ fide* students at public elementary schools for a stated period. But that only applies to the junior scholarships.

2594. (*Sir Henry Roscoe.*) I should like to ask you with regard to the expenses connected with books and materials. Have the scholars to find those materials or do they get those free as well as the education?—We intend to provide everything, so as to leave the 10*l.* a year absolutely for the child's maintenance, and therefore in those cases in which we have had to pay school fees and in which the school fees did not include books, we have paid for the books separately.

2595. And other appliances, such as drawing materials, and so on?—That would be covered.

2596. You would cover all the expenses?—Yes.

2597. So as to leave the 10*l.* actually for maintenance?—Yes.

2598. (*Mr. Yoxall.*) May I ask if the board have considered the idea of making the election to a junior scholarship from the public elementary schools the result of competition within the school itself for each school rather than a general competition outside the school at an entrance examination?—We considered that question, and we were strongly advised that it was undesirable in any way to limit the area of the competition; and I think experience has so far confirmed us in that general belief. It was pressed upon us, for instance, that the schools in poor districts would have a very bad chance in London in comparison with the schools in better-fed districts, and we considered whether we should allot scholarships, if not to the particular schools, to the large school board areas in London which have populations of practically half a million. Then we decided not to do so, partly because that course would not meet the point. But I may say that we have not yet quite decided against some experiments in that direction, as one may judge from this fact. On the result of the first competition the board did not award the whole of its scholarships in accordance with the marks. It awarded the first 100 scholarships out of the 200 to the boys, and the first 70 to the girls according to the marks; but the other 30 it awarded to the best boy of those schools which had not otherwise secured a place on the top list. That enabled us to carry a scholarship to 30 schools which had not done quite so well as the other schools, and so did to some extent meet the case of those schools which might be equally efficient and well-taught, but which had a poorer level of scholars, or which perhaps did not take up so many subjects or were otherwise schools of special difficulty.

2599. (*Sir Henry Roscoe.*) Can you give us any idea as to the distribution of the successful scholars in the various parts of the metropolis. Has that been got out at all. Do they come chiefly from the east, or is the west represented?—We were agreeably surprised to find that the successful scholars in order of merit were very fairly distributed indeed. It was open to doubt, for instance, whether a few of the very best of the board schools might not have taken all the scholarships, and we reserved power to limit the number to be awarded to a particular school, but, although some of the best schools did take several scholarships, there was no need for the board to exercise that power. As between the districts, the city and the west central district, or the city and the Westminster district, where there are comparatively few public elementary schools, but where the level of poverty is not so very low perhaps, did not do so well as we expected. As it happened the school districts which did the best in the scholarship examination were the Greenwich district, which includes many extremely poor schools, and East Lambeth, which is also a poor district. I am not able to offer any explanation of that, but I think it shows that the distribution of the scholarships was not affected by the relative wealth or poverty of the district quite to the extent that we feared it might be.

2600. (*Mr. Cockburn.*) You have said that your experience does not go in the direction of showing that you might increase the amount of these scholarships. Does it go at all in the direction of showing that you might extend them beyond two years to a third year?—We have not had large experience yet, and it remains to be seen whether any proportion of our scholars will drop off in the second year. If that be so, we may have to increase the amount. We shall have to consider that question, but I do not think that at present we have any reason to fear that. On the other hand, all appearances point to the limit of 8*l.* for maintenance for the first year, as it practically is, being quite as low as we ought to go. It is impossible to do more than to express an opinion about that; and I think the opinion of the board is thoroughly in accord with that of the county council itself, namely, that scholarships ought not, as a rule, to be of less average value than 10*l.* a year if it is desired that they should be held by children of the wage-earning class.

2601. It is rather on the point of the necessity for a third year scholarship that I want to get your opinion?—I am a little in doubt as to whether

we have done right in making them for two years. That we shall learn as we go on, and it will be open for the board at the end of the two years, if it thinks it will be advisable to continue some of the more promising of those pupils, to retrace its steps.

2602. *(Sir John Hibbert.)* Would it not be to a certain extent met by the intermediate scholarships which you have established?—That remains to be seen. We hope that it may, but as we have not had actual experience of those yet, it is too early to see how far they do actually serve as continuation scholarships, because, rightly or wrongly, we have not confined those intermediate scholarships to the holders of the junior county scholarships. The holders of the junior county scholarships are, of course, not disqualified as such, and there are no restrictions as to the school at which the candidates are required to have been educated. I may say that our first examinations for intermediate county scholarships are just about to be held.

2603. *(Mr. Llewellyn Smith.)* You have handed in a paper to the Commission giving an analysis of the occupations of the parents of the scholars. I think it would be well if a very brief summary of that went into the evidence. Can you give us some statement of the occupations sufficient to show the class of parents that you have succeeded in reaching?—Out of 194 cases, which practically represents our first or Junior County Scholarships, 23 fall under the head of "Labour" as distinguished from "Crafts," that is to say, either labourers, or porters, or messengers, or doorkeepers—wage-earners of that class. Then we have "Foremen and responsible work," 5; Operatives in the Building Trades, such as Bricklayers, Painters, Plasterers, Stonemasons, and so on, 13 out of the 194; Operatives in the Furniture and Wood Trades, 21 out of 194; Operatives in the Machine and Metal Trades, including Engineers, 5 out of 194; and, omitting minor classes, we have Railway servants, 12; Policemen, Telegraph Clerks, Postmen, and similar small officials, 9; and other wage-earners, 14; making a total of wage-earners 111 out of 194. Then we have the class of "Home Industries and small employers," with regard to every one of which I may say we made inquiry as to means. These count for 22 out of 194, and include such as Shoemakers, Tailors, and Bookbinders, working on their own account. Then comes the class of "Small Shopkeepers," into every one of which we inquired, they count 14. Then "Clerks and Agents," into, I think, every one of which we inquired, count 20. Then "School Board Officers, Assistant Schoolmasters," and so on, count 6, and then there were about a score of women heads of families, widows, who were obtaining a precarious livelihood in the ordinary women's industries.

2604. *(Dean of Manchester.)* Did you inquire as to clerks and find them impecunious?—Yes. Of course it was only those who were getting 150*l.* per annum who were eligible. That was understood in advance, so that we had not to reject very many. But I may say that we had one or two cases of people getting up to 300*l.* a year whose children were sent in to compete for these scholarships.

2605. *(Mr. Hobhouse.)* Did you give notice beforehand that this line would be drawn?—We did not give notice on the first occasion of the actual limit, we indicated it by a phrase, and we were informed that some of the head teachers had thought that our line would be drawn lower than 150*l.* rather than over.

2606. What was your phrase?—That the scholarships would be limited to the children of those parents who could not reasonably be expected to maintain their children at school after 13 without some assistance. But in the second year we expressly stated that the scholarships would not be given to children of parents who received more than 150*l.* per annum.

2607. *(Dean of Manchester.)* You spoke just now of continuing your scholarships. Would it not be well as soon as possible to develop your policy, and let it be known if you intend to do that, because those children may, many of them, be destined for something at the end of the two years, and it may be too late afterwards for that to be altered?—That is, no

doubt, desirable, but I would observe how very young we are. It was only last December that this award was made.

2608. (*Sir Henry Roscoe.*) Have you sent in a list of the secondary schools to which the children go? Have you given us the information as to where the secondary schools are and what their class is?—We have not attempted to classify, but we have given the facts; that is in the paper we sent in. The result briefly is that out of the 200 scholars about 30 have gone to such higher elementary schools as we have in London under the London School Board, and about 170 have gone to what may be called public secondary schools in contradistinction to the higher grade schools.

2609. (*Sir John Hibbert.*) Does all that appear in the paper you have sent in?—Yes.

2610. (*Mr. Hobhouse.*) I suppose one result of your undertaking to pay the school fees in addition to the 10*l.* a year would be that these pupils would really feel themselves free to go either to the higher grade schools or the secondary schools, as they preferred?—That is so. What we did was to issue a list of the separate schools, including such higher grade schools as the board approved as suitable and eligible under the Technical Instruction Acts, and also of the secondary schools, to all the parents of children who had won scholarships, asking them to elect to which school their children should go. The parents made their selection absolutely unfettered by any suggestion from us, and I think in the majority of cases unfettered by any suggestion of the schoolmasters.

2611. And free from any consideration of the fee, charged?—Yes. That was not stated, as of course it had nothing to do with them. But I may say that we have not paid the fees in the simple form of paying for each scholar. The board having decided to aid the giving of technical education in these public secondary schools, stipulated that in return for such aid it should be awarded a certain number of free places in the school to be filled by its candidates. So that in the majority of cases we have an absolutely free hand, and without any consideration of expense to the board we can allow the parents to send their children to the school which is best fitted for each child in respect of distance and class of instruction. That is absolutely without consideration of cost, and we have endeavoured in that way to make all the secondary schools in London available to at any rate those who are successful scholars.

2612. (*Dr. Wormell.*) In that way you pay fees indirectly to the schools?—We do make it up to the schools indirectly by taking care that in no case is the amount of grant in aid of the technical department insufficient to cover all the fees of the scholars who are sent there. It has the advantage that we are not exposed at the board to any criticism with regard to the expense. That is to say, it is not likely that any one will urge that as we can send the scholars free to certain schools and very cheaply to others, therefore it would be unwise to send any to the other schools. The choice can be made solely with reference to the consideration as to the child's future career and its aptitude.

2613. You never lay yourselves open to the charge of injustice—one boy complaining that he has 10*l.* and you pay only 5*l.* or 6*l.*, as his fee, whereas to another you hand over 10*l.* and pay a fee of 15*l.* or 20*l.* You avoid that comparison?—We avoid that comparison by the boy or his parents, because his parents make the choice absolutely unfettered; and we avoid the comparison within the board, because we are entitled to so many free places which we use or not without any further expense.

2614. As regards the school itself, suppose there are ten boys in a school in which the fees are 10*l.* and you make a grant out of your fund of 200*l.*, 100*l.* may be booked as grant in lieu of fees and the other as expenses. Would that be allowable?—We do not mind what the school does with regard to its own book-keeping, but we have demurred to that view being taken, because we hold that by the care which we are taking in according

our scholarships we are bringing an absolutely new clientèle to the secondary schools, and therefore, unless the school is absolutely full it is a distinct profit to them to have the absolutely new pupils, who would not otherwise have been brought.

2615. (*Dr. Fairbairn.*) Do I understand that the educational functions of your committee resolve themselves so far into three; first, the examination of candidates; secondly, the payment of scholarships; and thirdly, the selection of schools?—As regards the scholarships that is so. Of course, we intend to obtain reports upon the character of those scholars in order to exercise some control over their work at the school.

2616. That would have been my next question. I wanted to know how you are to discover the use made of the scholarships by the scholars?—We have not yet had time to obtain reports in a systematic way, because the scholarships were awarded in December and were not in all cases immediately taken up, and we have not thought it well to trouble the schoolmasters too early. But informally from headmasters we have had the very best accounts of the scholars.

2617. May I further ask how you test the schools that you put on the selected list?—Every school before it is put on the list is inspected by Dr. Garnett or under his supervision, and we rely upon the very great educational experience of Dr. Garnett to guide us in the selection; but fortunately the majority of the schools in question, I think, are beyond reproach with regard to their management, though they of course differ in quality.

EXISTING SUPPLY OF SECONDARY SCHOOLS IN LONDON.

2618. (*Dean of Manchester.*) Do you find that London for your purpose is sufficiently covered with secondary schools?—We have not had time to consider that. The proportion of secondary school pupils in London, I believe, is exceptionally small, and in some districts minute, and one would infer that the provision cannot be at all sufficient; but as we were not primarily charged with supplying that deficiency we have not yet begun to consider it. We have found a difficulty, I may say, in the distribution of the schools with regard to our scholarships, and in some cases it has been difficult to find sufficient good secondary schools or higher grade board schools for the scholars to go to, and they have had to put up with going a certain distance.

2619. You use the phrase "higher grade board schools." I have been informed that there are none of what I understand to be higher grade board schools within the metropolitan area. What do you mean by the name?—There are some schools which take pupils outside the standards, and go by the name of upper elementary schools.

2620. And are they efficient?—I believe some of them are very efficient.

2621. (*Mrs. Bryant.*) Is it not the case bearing in mind the number of free places in these London schools, that if the schools are insufficient in number they must be badly distributed?—I believe that is the case with a certain number of secondary schools. But on the other hand there are some secondary school teachers who tell us that the buildings are already full, and that although they wish to receive our scholars it cannot be considered to be of very much benefit to them. That is the case with some secondary schools in London.

2622. (*Dr. Fairbairn.*) We have been informed that the number of higher grade schools in London is only three. May I ask if that is so?—(*Dr. Garnett.*) It is true with regard to the organised science schools under under the School Board. There are three such schools; one at Bloomfield Road, one at Medburn Street, and one at Thomas Street in Limehouse. There are several schools which are regarded by the School Board as upper standard schools, but which are not organised science schools recognised by the Science and Art Department as such, and which have no laboratories for the practical study of science. I have here a list of those schools which are regarded by the board as upper standard schools. They contain

71,144 pupils, of whom 2,946 were in March 1893 in the seventh standard, and only 1,362 ex-standard children. In addition to those three organised science schools and this long list of so-called upper elementary schools, there exists at least one, and I think more than one organised science school under the Science and Art Department, among voluntary schools, St. Thomas Charterhouse, is the most conspicuous.

2622*a*. Then is it quite within your competence to speak as to the quality of these three organised science schools?—Scarcely so. I have seen extremely good work done in some of those organised science schools, and in Thomas Street, Limehouse, they are conducting an educational experiment which I think will probably be of considerable value with regard to the introduction of mechanical appliances and the provision of manual training within the school.

2623. (*Dean of Manchester.*) Is the board, by which of course I mean the technical instruction board, satisfied with the schools such as you have been describing, so as to be able to send scholars to the schools as secondary schools?—The board has sent certain of the scholars to these schools, and to a very few of the upper standard schools which are not organised science schools. In all, of these higher standard schools about a dozen have been approved by the board as schools to which it is willing to send its junior scholars for the present.

2624. (*Sir John Hibbert.*) Have you had any difficulty in finding satisfactory secondary schools to which to send the holders of the different scholarships?—In certain districts, notably in north-west London and west London, we have been obliged to send the children a very long way to find a satisfactory secondary school. For example, we have had to send a boy from Shepherd's Bush as far as to the Regent Street Polytechnic to find a satisfactory secondary school.

2625. (*Dean of Manchester to Mr. Webb.*) Is it in contemplation to provide these schools?—We found so many departments included under the head of technical instruction that we simply took them as they came, and we have not yet come to that question. (*Dr. Garnett.*) In south-west London there is rather a dearth of schools for girls. Of course, in dealing with girls we find a large number of very first-rate proprietary schools, and as we are unable to send our scholars to those schools, the fact that we have to send our girls a long way only proves that there are no schools on a public footing in the district.

2626. (*Mr. Llewellyn Smith.*) Why are you required to send your girls there?—Because I understand that it has been ruled by the legal advisers of the Science and Art Department that the payment of the fees of pupils is of the nature of aid to the school, and is therefore prohibited on the part of a local authority by the Technical Instruction Acts when the school is conducted for private profit.

2627. That is merely a departmental opinion?—That is so.

2628. And it has not been adopted as the view of the technical board?—(*Mr. Webb.*) No, the board has not had occasion to express any opinion upon that.

2629. It has never been tried in the law courts?—No, I believe not.

2630. (*Mr. Yoxall.*) Are the three higher grade board schools, properly known as such, among the schools at which the scholarships are tenable?—(*Dr. Garnett.*) Yes.

2631. And is St. Thomas Charterhouse School?—St. Thomas Charterhouse has been approved by the board for the continued attendance of boys who have been educated in that school; but the board has not hitherto sent to St. Thomas Charterhouse any junior scholars who have been educated in other schools. At the present moment I think there are four of the junior scholars continuing their education in St. Thomas Charterhouse School.

2632. Then so far as higher grade schools, established by the London School Board, are concerned, there is, in the opinion of the technical

education board, no reason why the Secondary Education of scholarship winners should not go on at those schools?—There are some of the board's scholars in these schools, and therefore that presumably may be taken as an answer to the question as far as the opinion of the board has been hitherto formed. If one might speak of the character of the training afforded in the higher grade schools, whether that is the ideal or not, that would be a question not of criticising the work of the London School Board, but of criticising the organised science schools as defined in the Science and Art Directory. In the meanwhile the schools may be considered as satisfactory for the continued attendance of our scholars.

2633. (*Dr. Wormell.*) Are there any other schools treated in the same way as St. Thomas Charterhouse?—We have recently agreed to do so with regard to the Boutcher School, and we have done so with regard to Raines Foundation School in Whitechapel on the understanding that that school is undergoing a transformation; that the lower school is going to be given up, and that the school is going to start with the fourth standard.

2634. Is not that altering the whole condition? Do I understand that those boys would if they had not gained a scholarship themselves have paid their fees in those identical schools?—There are no fees charged in the board school. With regard to the Raines School there are small fees charged, and with regard to the Boutcher School there are also fees charged, and if the boys did continue at the school they would pay the fee presumably, but we understand that they would not be able to continue at the school without such aid as our scholarships afford.

2635. (*Dr. Fairbairn.*) In continuation of my former question, may I ask whether the three points specified, the examination of candidates, the payment of scholarships, and the selection of schools, exhaust the educational functions of the committee?—No, I think not. In connexion with the inspection of schools for our scholars, we have to attempt to improve the facilities which those schools offer, and our inspectors in visiting a school will confer with the head master and with the assistant teachers of the school, and will endeavour to learn what is required in order to place that school on a thoroughly satisfactory footing, especially with regard to the teaching of science and art and, commercial subjects for boys, and science and art, and domestic economy subjects for girls. The board considers it within its functions to aid those schools by equipment grants for the furnishing of laboratories, arts and crafts rooms, and similar departments, and maintenance grants for the support of additional teachers, in order efficiently to conduct those departments of the schools so as to render the schools all that the board could desire for the use of its scholars.

2636. Then when you go so far, is it possible to go further, and actually create schools?—It is certainly within our powers to do so, and we have in contemplation the creation of a school in a particular part of London which is only awaiting the carrying out of certain negotiations with the Charity Commissioners and the finding of a new site for an existing school.

2637. Then you would be in a sense actually a Board of Secondary Education constituted within and by the county of London?—Certainly so.

2638. And you claim for yourselves all the functions belonging to such a board?—We practically exercise all the functions belonging to such a board.

2639. Within the region of Secondary Education considered as technical?—Yes.

2640. (*Sir John Hibbert.*) It must be scientific, must it not?—It need not be. It includes everything that comes within the statutory definition of technical education, and as Mr. Webb pointed out just now, that apparently excludes nothing but classical studies. If classical studies are to be introduced into a school, we must find some endowment, or income from some other source, which would pay the expenses.

2641. (*Dr. Fairbairn.*) But you have no power to extend your operations into the region of classical studies, have you?—(*Mr. Webb.*) We have no power to spend money on classical studies, but we have a great deal of power to extend our operations into that region, and we exercise it.

2642. (*Mr. Hobhouse.*) As I understand, you require some existing endowment on which to hang the foundation of a general secondary school?—Not unless a general secondary school necessarily includes the teaching of Latin, Greek, literature, or history other than industrial history.

2643. (*Mr. Sadler.*) Would you like your board to have wider powers?—That is a very general question, but I should be willing to answer it.

2644. I desire to have an answer to it?—We have found it inconvenient to be under the necessity of stimulating one department of education to the possible detriment of another. It is not within our function to take care that the study of literature, for instance, does not suffer; but one cannot ignore the fact that by our being able to endow the teaching of science, languages, commercial subjects, economics, and numerous other things under the definition of "technical education," and not being able to endow the teaching of some other subjects, so long as there is no other body which is able to supply any makeweight, it is impossible but that those other subjects should not somewhat tend to be neglected. Consequently, speaking as a citizen and without reference to technical education, one cannot help feeling that that inequality must somehow or other be redressed.

2645. Then on the broad grounds of educational policy, you think that the present limitations, which apply to the expenditure of the fund, should be removed, so as to enable you to take within your purview the whole of Secondary Education?—I think we should be able to discharge our duties as a technical educational board better if we were not hampered by those restrictions.

2646. (*Mr. Yoxall.*) But would you think that the amount of money now available for the purely technological side of education is any too much to be devoted to that portion of the education solely?—I am sorry to say that the money at the disposal of the board is not by any means the amount of money which is at the disposal of the council. The total amount at the disposal of the council is, if not large enough for the purpose of supplying all the deficiencies of London, at any rate as much as one can quickly spend. It is not possible to spend money wisely in a hurry, and although we have had an amount placed at our disposal which is less than the total amount, it is as much as we have as yet asked for, and it will grow next year and the year after.

2647. My question is whether you will have more funds at your disposal than can properly be spent upon technological education?—No, I think not. The amount of the funds is not sufficient to do all that ought to be done in London.

2648. (*Mr. Llewellyn Smith.*) But behind that fund there is the possibility of raising a rate under the Technical Instruction Acts?—Yes, but the special circumstances of rating in London are such that until the law is altered it is very unlikely that the power will be used.

2649. But there is that possibility of the fund legally, at all events?—That is so.

RELATION OF TECHNICAL EDUCATION BOARD TO OTHER EDUCATIONAL BODIES IN LONDON.

2650. (*Dr. Fairbairn*) What do you conceive to be the relations of such a board as you have created within the county council to any other board organised expressly for the promotion and government of Secondary Education?—So long as the technical education board is existing, with the powers which it has, covering, I venture to think, nine-tenths of the subjects which are taught in the secondary schools, and so long as it exercises those powers in the domain of Secondary Education, it is almost inconceivable to suppose that any other body should be granted powers that would necessarily overlap those. Either the powers which are now

granted to the county council under the definition of technical education must be withdrawn or limited, or they must be expanded. It is inconceivable that you can have two bodies offering aid, as we are, to secondary schools, and directing and criticising the action of secondary schools, within one area.

2651. (*Mr. Cockburn.*) Can you tell me why the London School Board, for example, cannot set up organised science schools, and multiply them through London and not be overlapping your work?—I do not think there is any danger of friction or overlapping with the London School Board. In the first place we have three of their members (their chairman, their vice-chairman, and another prominent member), active members of our body, and we should of course agree on the part of our work which is common to the two. I apprehend no difficulty whatever, and none has yet arisen.

2652. (*Dean of Manchester.*) That is because the London School Board does not enter into this region?—I am not sure that it does not to some extent enter into the region, but it is rather for the reason that we have not yet had time to extend our actual work into every corner of our powers. We have not yet taken up that debateable region.

2653. Is it within your cognisance that there are parts of the country in which school boards have entered into this region?—Yes.

2654. (*Dr. Fairbairn.*) Your control is not over the governing body, but only over what are called grants in aid?—That is so, so far as we have gone at present, but we have power to set up schools on our own account, and, as Dr. Garnett has said, we have in contemplation the exercise of such a power in one particular instance to begin with; but, moreover, wherever we give grants to a secondary school, we give those grants upon very strict detailed and lengthy conditions, which affect the management of the whole school, and we have the power to inspect, a power which of course we exercise.

2655. (*Mr. Cockburn.*) Assuming you have set up several of these schools, will you tell me where you expect to get your clientele from?—At the present time we are bringing new pupils from the elementary schools to the secondary schools, who otherwise presumably would not have come. If we had a school of our own, it would be specially devised for such instruction as is specially fitted for pupils of that class and of that locality; and a large proportion of our junior county scholars would naturally go to our own school; but also it is probable that the powers of the technical education board would allow it to set up a school which I do not say would be better than any school which the school board would set up, but which at any rate would not be so strictly limited to the Science and Art Department subjects. For instance, it might include a good deal of the teaching of the principles of the trades to which the children are going.

2656. Then your answer means that you would depend upon public elementary schools to supply the materials for your schools?—Yes.

2657. (*Dean of Manchester.*) Wherever there were deficiencies you would anticipate that you would have to cover those areas with your schools?—Pending the creation of any other body, it will be the duty of the board to supply all the deficiencies existing, and we shall in due course take advantage of all our powers to effect that.

2658. (*Sir Henry Roscoe.*) Supposing no other body is created, you feel, looking at the matter in a broad spirit, that you have charge of the Secondary Education up to the universities?—Yes.

2659. (*Mr. Sadler.*) And assuming that is the case, and you are recognised as the local authority for Secondary Education in London, would you welcome a change in the law which would make the election of outside members to your body obligatory instead of permissive?—I do not think there is any necessity for a change in the law in that respect with regard to the London County Council, for it has taken that course,

but the experience we have had since we did take that course leads me strongly to believe that it was a good course, and that it would be advantageous that that course, should be legally prescribed. That is to say that the county council should be required to delegate its functions, and that it should be required to delegate those functions to a mixed committee, the composition of which would necessarily vary from district to district.

2660. Then recommending a policy for the country at large, you would say that the Secondary Education Board for the district should be a committee of the county council plus the compulsory fringe of outside experts?—I am very loth to speak as regards the provinces. (*Dr. Garnett.*) I think that would make the best board I can conceive, and my experience in working with provincial county councils indicates very largely the wisdom of such a course. In very many cases technical education is suffering on account of no outside experts being introduced into the technical education committee, but with a fair dilution of external experts we have a board as well constituted as any that I can think of.

2661. (*Sir Henry Roscoe.*) Are you speaking of your own experience of certain provincial committees of county councils which have taken that step?—Of certain provincial committees of county councils which have not taken that step, and others which have done so in a more or less modified form. In some instances they have merely introduced the external element into their sub-committees, while the executive committee remains, consisting of county council members only. There they get the advantage of the external element to a great extent, but to not nearly so great an extent as we get it in the technical education board in London.

2662. Then I understand you would recommend the imitation of the London County Council in this matter: that it should be delegated to a mixed committee, or a mixed board?—I would.

2663. (*Mr. Yoxall.*) And by "outside experts" I presume you mean the representatives of school boards and teachers in the locality to a large extent, do you not?—Yes, and of any public educational institution, any local university, college, or any society which may have largely the interests of education at heart. I can conceive of some districts in which there is a great dearth of that sort of persons, and in those cases it may be necessary to go further afield and find the experts, or even to appoint some special commissioner to have a seat on the board. But in the majority of cases the district would be large enough to include a number of first, second, and third rate institutions.

2664. (*Mr. Sadler.*) And you would make their presence on the board a matter of statutory obligation, and not have it left to the voluntary choice of the board itself?—Yes, certainly.

2665. (*Dr. Wormell.*) Do you think two representatives of the teachers would be sufficient for a committee of 35 members?—I do not think I am quite free to say I have an opinion on that subject. Certainly I have not considered it.

2666. Have you found the two representatives very helpful on the board?—We have found our representatives of educational institutions very helpful on the board.

2667. (*Dean of Manchester.*) I suppose the members of the county councils are elected for a great many other reasons: sometimes without reference to education, and not primarily for education?—I should conceive that so large a representation of the county council might involve too large an element of those who are not experts in education but for the fact that, certainly in the case of the London board, great care was taken by the county council to elect from its own members those who were specially interested in education; and therefore we have by far a majority of the members on the board, including those from the county council, who may be said to be thorough educationalists.

2668. That is the case with regard to London, but is that the case in your experience with regard to other districts?—No, it is not the same

throughout the country, but along with that fact must be taken this other, that a very few who thoroughly understand the questions before the board count for three or four times their numerical value in the deliberations of the board. Therefore, I see no danger whatever in always giving to the county council, who presumably would have the administration of the public funds for the most part, an actual majority in numbers upon the board. The work of sub-committees, and so on, will be carried out by the educational experts, who are drawn from outside.

2669. (*Mr. Hobhouse.*) I want to ask a question with regard to this representation of the county council. You would recognise the fact that the county council having to pay the piper, must to some extent call the tune in these administrative bodies?—Yes.

2670. And in the case of every council there would be a natural desire to place on the composite bodies those of its members who knew the most about education, and took the greatest interest in it?—Certainly. A county council presumably consists of statesmen, and statesmen are always glad to secure the assistance of experts in every question which they have to consider.

2671. But so long as the county council have to provide the funds, or the greater portion of the funds, for this purpose, they must secure by the majority of their own numbers on the composite body the financial control?—I think so.

2672. (*Dr. Fairbairn.*) May I ask as to whether you would base the constituent power in the county council, that is, would you allow it to determine the constituents of the board, alike as regards the source whence drawn and the numbers?—I think there is no harm in trusting the county councils in that direction, but it would be a very safe thing to require that the Minister of Education, or whoever may be the central authority, should have to approve of the constitution of any such county board.

2673. I want to ask you two questions. One, as to who is to fix the special constituents of the body; and another, who is to select the constituents as fixed?—I have not considered that question sufficiently in detail to be able to answer absolutely.

2674. What I mean is this: Would you give to the county councils the power to say what the London County Council has said, "There shall "be 20 of ourselves and 15 from without;" or would you have that determined legislatively?—I think the county councils would require a certain amount of legislative guidance to the effect that there must be representatives of classes of institutions and classes of persons, especially of teachers; but beyond that I should like to give as much freedom as possible to the county council in the election of its committees.

2675. Then who is to elect the persons from these classes?—As a rule there will be organisations who are prepared to make the nominations. The county councils would determine that the secondary teachers in the county would have one representative or two representatives, as the case might be, upon the board. It would be necessary then for the secondary teachers, who presumably would have an organisation of their own, to make such appointments out of their numbers or from outside their numbers.

2676. But the electoral body in each case would be the class represented?—Yes, it would be the class represented.

2677. (*Mr. Fenwick.*) In the case referred to, would you give the county councils the power to reject the appointment of any organisation?—I think it is desirable that the county council should confirm the appointment. As I say, I have not carefully thought out that question; but I think it would be necessary that the appointment should be confirmed.

2678. Should the county council reject the elected representative of any organised body, do you not think that would lead to considerable friction between the county council and the organised body electing the

representative to serve on the governing body?—It might be so. (*Mr. Webb.*) I should like to add that that very point was the subject of special consideration by the committee who advised the appointment of the London board, and they made a recommendation to the council. They considered whether it would not be better that the council should select the persons whose assistance it desired to have from the designated class. They thought that as one of the great points to be gained was the cordial co-operation of the class in question besides the assistance of the person, it was much better, from that point of view at any rate, to allow the body concerned to choose its own nominee. The council retains, as a matter of fact, the ultimate power of appointment or of rejection, and the council does not formally recognise the nomination; it simply appoints a certain person. But it was quite understood that as our object was to secure the co-operation of the body, that meant that we should, for that reason alone if for no other, accept the nomination without question.

2679. (*Mr. Llewellyn Smith.*) The council has no power to take any other action, has it?—That is so at present. The council has merely power to appoint an outsider, and the Act does not allow it to divest itself of the responsibility.

2680. (*Mrs. Sidgwick.*) Was there any special reason for omitting the Association of Headmistresses from the bodies represented?—I think there was no special reason. I think perhaps the council thought that places for two representative teachers were as many as, having regard to other bodies, it could spare. The question did not acutely arise, because we had the advantage, from the beginning, of the presence of Mrs. Bryant as a member of the board.

2681. (*Mrs. Bryant.*) That was adopting the principle of selection rather than election, as I was a co-opted member. It will be in Mr. Webb's memory that I objected very strongly to the view that my appointment made a representative from the head mistresses unnecessary?—Yes, that is so. But the council in that way was able to fill up what would otherwise have been a serious gap.

2682. (*Mr. Sadler.*) On this body, or a body similar to this, dealing with education in the wide sense, including these excluded subjects (which would give the board a great deal more power), do you think it is desirable that there should be a larger representation of teachers?—I do not think my opinion is very valuable upon that point, but I would say that in our working we have not dealt by counting heads, and as a matter of fact we have not during our year of existence found any inconvenience from any particular section being either numerically over-represented or under-represented.

2683. I was rather thinking of the representation of the different kinds of education; a greater variety could be represented with advantage?—Yes; but then the practical problem comes in that you want to keep the body small, and it is difficult to provide for direct representation of all those interests which one would wish to see represented.

2684. Referring to the composition of the outside element upon the board, do you think it desirable that there should be present a representative, either with power to vote or not, of any one of the Government Departments?—I confess I see a great difficulty in requiring a body of this kind to have as an actual voting member some one sent from Whitehall. I am quite sure that we should welcome in London the assistance of any such gentleman, but I can quite understand that it is so opposed to the practice of local self-government that an objection might be raised.

2685. If he came as adviser and counsellor you do not think an objection could be felt to his presence?—There would be probably the less objection.

2686. And there might be an advantage in England as well as in Wales?—Yes, I can understand that.

2687. Having regard to the wide definition of Secondary Education which, I think, you approve, do you think it would be desirable to have a non-voting representative of the universities present?—That is very difficult. In London it necessarily happens that we have several representatives of each of the universities present; but in a remote and small county it would not be so easy to secure that representation, and then to allow the University of Oxford practically to nominate a member in a remote county might not have the result of getting the kind of member that would be desirable.

2688. But assuming an ideal representative, do you think it would be promoting the unity of all educational effort if these boards of education did reflect the various shades of thought involved in the problems?—I admit the desirability of that, but I have some hesitation in answering the question as to how it would work.

2689. (*Dr. Fairbairn.*) There are two questions directly relating to this that I should like to ask. Does Mr. Webb think that his board is practically sufficient for all the purposes of a Secondary Education governing body for London?—I am afraid we have a great many imperfections, but the committee which recommended the composition of this board had in mind the fact that, owing to the wide definition of Technical Education, the board would necessarily to a large extent be the Secondary Education governing body for London, and with the materials available, and the powers available, we did constitute the best board for Secondary Education purposes, as well as the best board for technical education purposes, that we could think of.

2690. Then we may take the constitution of the board you have here as your ideal?—I should not like to say that quite, but subject to the limitations of practical politics we did the best we could.

2691. In giving the candidates who have passed through the varied ranks up to the age of 18 possible scholarships for the higher stages of education, would you give scholarships to the universities?—Yes. I should hope that a university comes under the definition of a place which gives higher education. Certainly some of the very best departments of engineering and other subjects are in universities.

INTERMEDIATE SCHOLARSHIPS

2692. (*Sir Henry Roscoe.*) Now we have got to the point of the establishment of intermediate scholarships. We shall be glad to hear what your committee are doing in that respect?—I have not very much to report as to result, because the first competition is only just now being held. As a tentative measure the board established 30 intermediate scholarships, for which we have had at the first competition the very large number of 346 candidates.

2693. That is more than ten times the amount of the scholarships?—Yes; which seems to show that there is a very great need for scholarships which should offer a real Secondary Education for children under 15 or 16.

2694. Would you kindly explain exactly the difference between these intermediate scholarships and what you call the junior county scholarships?—The junior county scholarships are restricted to *bonâ fide* pupils of public elementary schools, and the pupils must be under 13. The intermediate scholarships are not restricted with regard to the place of previous education, and the limit of age is 16, though it may probably be reduced to 15 in subsequent years.

2695. Could you furnish the Commission with a list of the schools from which the 346 candidates come?—(*Dr. Garnett.*) We can submit that later on. (*Mr. Webb.*) One interesting fact is that out of the 346 candidates more than a third are candidates from public elementary schools. It yet remains to be seen, of course, what proportion of the successful candidates will be from that class.

2696. How soon will the results be known?—(*Dr. Garnett.*) The examination will be completed on the 23rd of June, and presumably within a fortnight after that the results will be out.

2697. Will you furnish the Commission with the results of that examination?—Certainly. (*Mr. Webb.*) A further difference is that, whereas we have restricted the junior county scholarships to the children of parents getting less than 150*l.* a year, the board felt that when it came to education beyond 15 or 16, acting on the same principle, the limit ought to be enlarged, and so we have expressly determined that the intermediate county scholarships should be restricted to the children of parents not getting more than 400*l.* a year. There was some discussion about that, and eventually a provision was carried by which the board reserves to itself, if suitable candidates present themselves, the power of awarding half the scholarships to the children of parents whose incomes did not exceed 250*l.* a year. It will depend upon the result of the examinations how exactly the board acts upon that. We require, of course, that the candidates should be quite up to scholarship level, and should give promise that it is worth while to carry on their education. It remains to be seen whether we can get an adequate number of candidates from the 250*l.* a year class.

2698. It would be interesting also for us to have a copy of the examination papers, so that we may judge of the difference of level between these intermediate scholarships and the junior county scholarships?—A copy shall be sent.

2699. Have you any further remark to make upon that point?—The amount of these intermediate scholarships is, of course, greater than the amount of the junior county scholarships, and we have a varying scale. We went on the same principle that the scholarship, if it is really to reach the necessitous class, must carry with it enough for the complete maintenance of the pupil, in addition to free education. We thought it was no use giving an insufficient scholarship; that that was, perhaps, the rock on which some other scholarship schemes had split. Accordingly the money payment varies from 20*l.* to 35*l.* a year, according to the age. If a scholar gains a scholarship under fifteen, he will get 20*l.* a year, and he will gradually go on up to 35*l.* We do not contemplate renewing scholarships after the age of eighteen, and some of them will, of course, be voided before they reach that age.

SCHOLARSHIPS AT UNIVERSITIES.

2700. I understand you have also in contemplation the establishment of a limited number of higher scholarships tenable at the universities?—That is so, but the regulations have not yet been framed. They would be, of course, designed to carry on the educational ladder. We are restricted to technical subjects and, therefore, the scholars would have to continue their education in such places as could offer them a technical education of university rank. It might be University College, or it might be the engineering workshops of the University of Cambridge itself, or the central institution of the City and Guilds Institute.

2701. Or the Royal College of Science?—Yes, or the Royal College of Science. That would probably be left, to a large extent, to be guided by the character of the candidate. We should in no case have more than a few of those and we could give them special attention. We have not settled the number, but one contemplates, perhaps, that there might be ten or a dozen awarded.

2702. And that would be brought about, in all probability, in the course of this year, you say?—We hope so, perhaps, in the autumn.

SCHOLARSHIPS FOR DOMESTIC ECONOMY.

2703. Have you anything to say with regard to the aid given to girls, especially with regard to education in domestic economy?—We were compelled, by the limitation of the demand for junior county scholarships for girls, to restrict the number of those awarded to girls. I may say that whilst in the junior county scholarships we have, after experience, fixed the number at two boys to one girl at present, until the competition should vary, for the intermediate scholarships we have not fixed the proportion at all. We offer them indiscriminately to boys and girls, and that has so far been justified that the number of candidates is very much nearer equality. Of the 346 candidates who have offered themselves for these

intermediate scholarships, 199 are boys, and 147 girls, so the proportion is roughly speaking four to three. But finding that girls did not compete for junior scholarships we instituted another line of advance. It was strongly urged upon us that what the great majority of ordinary working girls most needed was, not a little smattering of Secondary Education, though that was admirable for those specially talented, but a more thorough training on subjects of domestic economy than they could possibly get in the amount of time given to them in the curriculum of public elementary schools; so we took steps to secure the establishment in London of special schools for domestic economy, of which there are now three, and a fourth will shortly be opened.

2704. Under your supervision?—Yes, under our supervision and largely aided by us, but not under our direct management. What we did was to offer to polytechnic institutions special grants in aid, which went a long way towards covering the expense of such schools of domestic economy, if they would institute them in connexion with their own building, and in the fourth case, in which no technical institution was convenient we called into existence a voluntary joint committee, and obtained the aid of two city companies, so there will be a fourth school standing as a separate institution. These schools confine themselves exclusively to domestic economy, cookery, housekeeping, laundry-work, and dressmaking, with a little teaching of hygiene perhaps. The ordinary course is five months. Three are whole day schools, but one is in the afternoon only. I mention these schools in this place because we have used them as a system of scholarships. In return for the aid, the board require that a certain number of free places should be given, and we have disposed of those free places as domestic economy scholarships, by asking head-teachers and managers of the public elementary schools within the radius to nominate their best girl leaving the school, presumably at 13. Then we give that girl free training for the five months, and she has the meals she has cooked in the school, and the dresses she has made up in the school, as some slight payment towards maintenance. That is one reason why we feel warranted in giving the girls fewer junior county scholarships than the boys.

ART SCHOLARSHIPS.

2705. With regard to scholarships in art, have you done anything in that respect in order to in any way assist decorative art?—We have instituted three descriptions of art scholarships, of which I can only say that they are still in process of being awarded. We have not yet held our examinations. The first is confined to students in the recognised schools of art, and consists of 20*l.* a year for two years, tenable at a school of art. The second is an evening exhibition of 5*l.*, confined to persons at work during the day, and carrying with it the obligation of attending at an evening school; the third, is what we call the artisan scholarship, also confined to artisans engaged in some artistic handicraft (giving rather a wide definition to that), and carrying with it 20*l.* a year, subject to the obligation of putting in two half-days a week at the day classes, at a school of art. We have endeavoured to advertise these as well as we can, but London is so difficult a place to make things known in, that we have not yet had the same response to those that we have had for the junior county scholarships. We have taken further steps to advertise, and we are now getting a fair number of candidates; but it is still too early for us to say whether our regulations are successful or not. I may say that we were advised by Mr. Taylor of Birmingham, in which place they have been successful.

2706. In what way do your proposed art scholarships and exhibitions differ from those given by the Science and Art Department?—To begin with, ours are of higher value than theirs. Ours are confined to persons of a certain age. The artisan scholarships are limited to people under 25, and they are limited to persons, in one case, who are at work during the day, and in the other case, to persons engaged in some artistic handicraft; we rather hope to exclude from those the unemployed young lady, who is a very large element in some of our suburban schools of art. We had no objection to her studying art, but we did not think her a fit subject for our artisan scholarship.

2707. (*Mrs. Bryant.*) How many girls have obtained domestic economy scholarships?—Fifty-four at present.

2708. The method of selection at present does not enable you to tell what the popular demand would be for them?—No, we believe that the number of candidates we have hitherto had has been nothing like the demand there will be when the opportunity becomes better known.

2709. I suppose the idea you have is that, up to a certain point, as many girls as require that should be able to get it?—We hope to be able to supply that to as many girls as can take advantage of it.

2710. (*Dr. Fairbairn.*) With regard to the subjects for which you give scholarships, would such subjects as chemistry, physiology, and biology, come in your list?—(*Dr. Garnett.*) Certainly, I have here the subjects for the intermediate county scholarships. The examination consists of two parts.

2711. I was putting the question in order to find out whether by means of your technical scholarships a man could be, for example, fitted for medicine?—In as few words as possible I will give the headings. The first part of the examination is arithmetic, English composition, geography and history, drawing (freehand and geometrical), and elementary mathematics. The second part consists of four groups from which candidates are allowed to select not more than four subjects from not less than three separate groups. The subjects comprised in group I., are English literature, French, German, Italian and Spanish. In group II., pure mathematics and applied mathematics. In group III., experimental mechanics, including hydrostatics; heat and light, electricity and magnetism, chemistry including practical work, and botany including practical work. In group IV., physiography, elementary physiology and laws of health, drawing (advanced), cooking and domestic economy, plain needlework and dressmaking.

2712. I wish to discover how far it would be possible for a boy by means of your scholarships to get into one of the professions?—I should say that that would be a thoroughly good preliminary training towards any of the scientific professions certainly, and not a bad training for any of the other professions.

2713. (*Mr. Sadler to Mr. Webb.*) Do you think that the law should allow your intermediate scholarships to be tenable at private profit schools?—I think it will almost be necessary that that should be the case. I cannot contemplate, without a little fear, how we should arrange for the successful candidate at an intermediate scholarship if she was a girl in a certain district in London, unless we were able to use the schools of the Girls' Public Day School Company, and I do not for a moment admit that we should not be able to use those schools. If we are not able to use those schools, it is quite certain that we must get power to use them.

2714. Then do you look forward to private schools bearing some part in an organised system of Secondary Education?—That is a question I am loth to answer in any general sense, because, I think, Secondary Education can seldom be made to pay in a commercial sense; therefore, it must involve the grant of public money, and it would be very difficult to grant public money to institutions existing for private profit.

2715. With regard to the examining board, do I understand its work to be under the control and supervision of the technical board?—The examining authority has hitherto been a joint committee formed by the Headmasters' Association, and some other bodies, but their function is merely to examine, and to report to us, in what order the candidates stand and their marks They have nothing to do with the award. They act under our supervision in the sense that Dr. Garnett requires to see all the papers before they are set, and in other ways keeps an eye on the arrangements.

2716. Then you exercise a censorship, so to speak, over the examinations?—Yes.

2717. Do you think it is important to keep this examining board in close touch with the actual teachers?—We thought at the beginning that it was

very important, and we were very glad to have the willing co-operation of the head masters of the London Secondary Schools in helping us in that way.

2718. In your examinations for scholarships you do not wish to establish anything in Secondary Education which might bear the same relation to it which the London University examinations bear to another grade of education?—I will say nothing against the examination of the London University as it at present exists, but I can understand that it is advantageous for the examining board to be in close touch with the teaching authority.

2719. (*Mr. Yoxall.*) I understand that the method of awarding domestic economy scholarships is without examination, and on the recommendation of the teachers?—That is so at present.

2720. Have the managers of the school any share in the recommendation?—We have not gone into that. We have informed the managers of the school and informed the head teacher, and we have not at present had two inconsistent nominations. The arrangements are quite provisional, and if we found that the number of candidates was very large we might have to adopt some other method.

2721. You have not considered whether you would use that plan for the junior county scholarships at all, have you?—We did consider it, but on consideration it was deemed best not to tie the scholarships to any particular small area, but to make them rather open to all London than to the particular districts or schools.

2722. I was rather referring to the absence of examination than the area?—We felt it impossible to deal with so large a number as 1,000 candidates by the principle of selection.

2723. But within the ordinary county council area you would not anticipate that difficulty, would you?—I can quite understand that if there is a scholarship for one boy from a village it might be the best way practically to leave the nomination to those who are acquainted with the boys, but that of course is not a case analogous to London in any way.

2724. Do you consider that the number of art scholarships provided is at all sufficient for the requirements of London?—I do not consider it at all sufficient for the art requirements of London, but our difficulty has been to make these things known in London and to awake a demand for them.

2725. (*Mr. Fenwick.*) You mentioned artisan scholarships as one of the special features which are offered by your board. Could you tell us what is the value of those scholarships?—There were two kinds. The evening art exhibitions were confined to one year, and a sum of 5*l.* merely to cover the incidental expenses of going to an evening class. The artisan scholarships were 20*l.* a year for three years, and the fees in any school of art, that is to say, a very valuable scholarship, but they carried with them the obligation that the artisan must be able to put in two half days a week attendance at a school of art, which of course might present some difficulty to an artisan in regular employment.

2726. (*Dr. Wormell.*) Are these scholarships tenable in the same school?—We have not definitely settled the list of schools at which the intermediate county scholarships may be tenable. We shall necessarily of course have to select such schools as exist, and as we have put nearly all the secondary schools with fees ranging up to 10*l.* or 12*l.* in our list eligible for junior county scholarships, we shall have to include those schools again in the list of schools eligible for the higher scholarships.

2727. And a boy may hold a scholarship in the school in which he is when he competes for it?—Yes.

2728. Are any of them tenable at boarding schools?—We have not considered that point. (*Dr. Garnett.*) There would presumably be some on the score that there is no regulation against such tenure. For instance, if a boy at St. Dunstan's College, which is a boarding college, succeeded in obtaining an intermediate scholarship, he would be placed in precisely

the same position as if he were a day boy in that or any other school. He would of course only get his 20*l.* a year, increasing every year by 5*l.* a year up to 35*l.*, like a day boy; but there is no reason why he should not be a boarder as far as I know.

2729. And with regard to the difficulty of utilising private schools; suppose a good private school gave you every opportunity of testing its efficiency in sanitary arrangements and so on, and adopted some plan by which you could be quite sure that the amount of the scholarship did not find its way into the pocket of a person who was trading for profit, would you object to send your scholars?—(*Mr. Webb.*) No. We think that we ought to have the opportunity of sending scholars to the best school which exists. We should like to send girls to the Girls' Public Day School Company.

2730. (*Mr. Llewellyn Smith.*) Is the list of schools at which scholarships are tenable strictly confined to schools which are aided by grant?—That is a question which we have discussed but have not yet finally settled. The board has certainly expressed an opinion that it would be better that it should not be precluded from sending its scholars to schools which, for some reason or other, do not receive aid; and it is practically certain that the higher scholarships would not be subject to such restrictions.

2731. And the county council would not require to be represented on the governing body of such school?—No, because holding the view that we do, that a scholarship is not aiding the school under the Technical Instruction Act, we should hold the view that we did not require to be legally represented, and should not ask for it.

2732. So far as the board has shown its opinion in that way, it is of opinion that allowing the scholarship to be tenable by those scholars is not aid within the Act?—Yes, and it is the common sense view, because some headmasters have expressed the view that their schools are in any event full, and our scholars do not in those cases bring them any material aid whatever.

2733. I understand that the disability which is alleged to exist preventing the board from allowing scholars to attend schools conducted for profit is solely based on the view that it does constitute aid?—I understand that, and of course it is only fair to remember that in the majority of secondary schools the fees do not amount to the cost of education per head but are aided from other sources, such as endowment.

2734. (*Dean of Manchester.*) Have you thought what steps you would take to find out what private schools you would allow them to go to?—We contemplate, of course, that we shall have, in any case, to satisfy ourselves what education exists in London, whether for that purpose or for any other. We must, before declaring that the need for further education exists in any district, satisfy ourselves what private schools there are there, and to what extent, and with what disadvantages, they supply that need; and therefore we should have, by voluntary arrangement, to inspect private schools in any case.

2735. If found satisfactory you would not be disposed to supersede them, would you?—As regards the tenure of scholarship, certainly not.

GRANTS IN AID OF MAINTENANCE AND EQUIPMENT OF SCHOOLS.

2736. (*Sir Henry Roscoe.*) I see that the board has offered grants for the maintenance and equipment of certain secondary schools on certain conditions. Perhaps you would kindly give us a short account of what you are doing in this respect?—We accepted from the beginning that a large proportion of the work of technical education was the promotion of the teaching of those subjects which fall within the definition in secondary schools. We said it was not to be excluded from technical education merely because it was being taught in secondary schools. Consequently from the beginning we regarded the secondary schools of London as a very important factor in the technical education of London; and we received applications for aid from a great number of them. Ultimately for the first year we awarded 12,215*l.* to some 37 public secondary schools in London, excluding, on the one hand, those which did not apply, which for one

reason or another, were not willing to accept our aid, and, on the other hand, any which the board did not think it advisable to help. That 12,215*l.* is a grant which, although we have no power to make it annually, it may be imagined, that if circumstances remain as they are, subsequent boards will continue; and therefore it may be looked upon in some sense as a large addition to the endowment of secondary schools in London.

2737. You are speaking now of maintenance rather than of equipment?—We divided the 12,000*l.* into two parts. We first of all considered what each school requires in the way of supplementing its deficiencies, first with regard to equipment, the provision of a laboratory, or the extension of a laboratory, or something like that; and secondly, with a view to improving the efficiency of its work in the technical departments. We allotted a specified sum to each school under specified conditions, framed after considering a report from Dr. Garnett and other gentlemen as to each school, Of the total 12,000*l.*, 7,000*l.* was put down for maintenance, and 5,000*l.* for equipment, distributed in very unequal amounts between the schools, but bearing in each case relation either to the size of the school or the needs of the school; and we asked in return that the schools should conform to a very lengthy and detailed code of regulations which we drew up, calculated to secure what we thought their greater efficiency, and also that they should place at our disposal a number of free places to which we could send our scholars; and we settled the free places on the basis of our experience from the first scholarship examination. The distribution of the children on the first scholarship examination showed that we should require a certain number of free places at each of the schools, and of course we had to ask for representation on their governing bodies in accordance with the Act. Those conditions, I may say, have been discussed by the governing bodies of the several schools, and they have been refused in two cases. I think up to now only two small unimportant schools to which we offered small grants preferred to stand aloof. The other schools have mostly accepted them, some of them with more or less criticism of some of our conditions, and one or two have not yet replied.

2738. Have the 37 accepted your conditions?—No; 37 was the total number to which we offered. It is impossible to say how many have accepted; I think about 30 at present, and there will be others.

2739. That, of course, is only the beginning of things?—That is only the beginning of things. I may say that our conditions provide not merely for the maintenance of the school in efficiency, as we think, but also that we should have the right regularly to inspect it; and we have also both required and suggested certain additions in the way of extending and improving the science teaching, or the art teaching, or other subjects which fall more specially within our scope.

2740. (*Mr. Llewellyn Smith to Dr. Garnett.*) Could you tell us how many schools which would be eligible for aid did not, as a matter of fact, apply; that is to say, outside the 37?—May I ask in what sense you mean eligible. Do you mean schools which are on a public footing, endowed schools or public schools?

2741. I mean public secondary schools, of the same type as the 37 to whom the grant has been offered, but which prefer to stand out—in addition to the two which refused?—I am not aware of any schools managed by schemes or otherwise similarly situated to those schools. The schools which are not included in this list are schools of a higher standard altogether.

2742. May we understand that these 37 schools practically cover the provision for public secondary schools—at all events of second grade public secondary schools—in London, with the exception of proprietary schools?—There are two schools, namely the Grocers' School and the Coopers' School, with whom we are now in negotiation; but to whom no offer has been distinctly made because it was rendered doubtful from the commencement whether those schools would accept that offer. Those two schools added to those (and with the Cooper School is included the Coborn School for girls) I think complete the list of public secondary schools

of what we may call the second grade standing. The boys and girls as a rule leave school at about the age of 16. The schools such as St. Paul's, the City of London, and the Merchant Taylors' and other schools —what we may regard as first grade or high schools—have not applied inasmuch as they have not been encouraged to apply.

2743. These fees would not come within the limit, which is laid down in your abstract, of 12*l.* a year?—No; they are above that limit.

2744. The People's Palace School is not included, probably?—It is not included because it is a branch of the polytechnic.

2745. But still we may take it that the vast majority, almost the whole of the public secondary schools in London, other than the high fee'd schools, are now being aided?—Yes; practically the whole.

2746. (*Mr. Hobhouse to Mr. Webb*). And these grants, I understand, are only made for the year?—That is so; we conceived that we practically had no power to make a grant for more than the year.

2747. You will admit, I suppose, that more power is required?—I think it would be very desirable that a greater element of permanence should be given to the money out of which we are making the grant, and to the appointment of the executive body.

2748. I am now speaking of the money. I suppose the governing bodies of the schools for example would be placed in a difficult position by not knowing whether the grants will be continued?—That is so. We ought to be able to make them permanent. We tried to get over the difficulty by making them practically in arrear, that is to say, the grant which we make now is in respect of the school year terminating in July, so that we allow them practically a year's notice.

2749. Future boards would doubtless feel themselves under some obligations to continue the grants for the next year?—I think so, and under a greater obligation to give something by way of maintenance, than the particular distribution of the amount granted for equipment. The needs of a school may be greater from year to year as regards equipment.

2750. And is that as far as the law allows you to go?—That is at any rate as far as we thought we could go, considering the position we were in. It would be possible of course for us to pay over several years' grant to a school. We might say we will grant you this and not any more for five years. But that would be a little beyond the spirit of the law.

2751. You cannot pledge the future?—We cannot pledge the future.

2752. With regard to the principle upon which the grant is given. I think you consider each school on its individual merits?—We were driven to that course. We tried to find some automatic scale. We tried various ways, but we did not find any automatic scale which promised to give equity and meet with satisfaction among those authorities that were consulted, and so we were driven to regard each school on its merits.

2753. You had to consider the needs of the school as regards its finances, and secondly its requirements as regards the number of pupils educated?—Yes, and in addition the deficiencies which needed to be supplemented in its curriculum and in its equipment.

2754. And the taking of these points into consideration and arriving at an equitable conclusion was a complicated problem?—Yes, that is so.

2755. Then practically to a great extent I suppose you first control the curricula of these schools by your regulations, and then by the governors whom you nominate?—That is so.

2756. You are not only aiding them financially, but you are to a great extent directing their course of study?—Yes, and of course in a third direction by our scholarships.

2757. (*Dr. Wormell.*) One point with regard to those exceptional schools; you mention two schools that do not yet receive grants from the County

Council. Is not the reason this, that those schools are not in want, and that you couple the condition of the grant with an augmentation of the governing body and being close companies they prefer to do without your aid rather than accept the addition to their governing body. Is not that the reason?—(*Dr. Garnett.*) We were definitely informed with regard to certain schools that they would not accept representation upon the governing body, but since these grants have been made public we have found that there is a considerable inclination to change that ground, and only yesterday, in connexion with one of these schools which I should have mentioned just now—at least one foundation, including two schools—the board agreed, on the receipt of a letter, from the clerk of the governors of the foundation, to make a very substantial grant to those two schools subject to certain conditions being fulfilled.

2758. (*Mr. Llewellyn Smith.*) That was one of the schools you mentioned just now now?—Yes, the Coopers' and the Coborn Schools. The Grocers still have the matter under consideration, and I have not yet received a definite reply from the Company. If they should accept our grant then the list of endowed schools will be practically complete, barring, of course, those schools which charge much higher fees that 12*l.* a year.

2759. (*Dr. Wormell to Mr. Webb.*) Now with regard to the number of schools which you found to be so full that they could not take the scholars?—That we have not had a definite return of because there has been in most cases not only no unwillingness, but in most cases an eagerness to have our scholars because they were presumably the pick of the children. Consequently headmasters have schemed to secure our places by, as they inform us, refusing other candidates.

2760. (*Mr. Sadler to Mr. Webb.*) If full power were given to the technical board with regard to Secondary Education what do you think would be the relation of that board to such a school, for example, as Westminster?—We should have to consider whether Westminster School was one of those which it would be proper for us to aid, until, at any rate, we had supplied a great many other needs and requirements. I do not say that we should in any way refuse to do it, but we should have to consider whether any requirement of Westminster School might not be met perhaps from other sources than our funds. The question has not arisen. I do not say that we should refuse to aid, but certainly we should have some hesitation.

2761. I meant my question to have rather a wider bearing than that. Would you deprecate the separation of a school of that grade from the control of the public authority?—Very much indeed. We should regard it as a great misfortune if any schools of that grade were outside the system of London, in the sense that we could not send our scholars there for instance, or keep somewhere in touch with them through either having our representatives on their governing bodies, or, possibly, having some from them on our governing body.

2762. Would you desire, in the interests of the school itself and of London, to work such a school as Westminster into an organised system of education?—Yes; and we on the county council, before the technical education was started, pressed upon the Charity Commissioners that the county council should have the right to place representatives upon bodies of that kind. The Charity Commissioners have largely deferred to that view. For instance, it is proposed that the county council should put three representatives upon St. Paul's School, although there is no question of the Technical Education Board aiding St. Paul's School.

2763. Have you made such a proposal to Westminster?—We have not made such a proposal to Westminster, because there has been no alteration of the governing body of Westminster.

2764. But apart from that, you have not advanced any such proposition?—We have not done so generally, though it is well known that we consider that such a thing would be advantageous.

2765. Suppose unrestricted powers were given to your board with respect to recognition of all secondary schools, whether public or private,

would you look forward in the future of your system to chartering some of these private profit schools, like the girls' public day schools, as middlemen, or to work the schools on your own account?—I am personally afraid of setting up a new kind of contractor in a business in which he has not yet appeared at the moment when we are trying to get rid of the contractor. I do not say that it would not be useful where there is a public authority which may not have the technical knowledge to carry on such a school; but, especially in London, we ought to possess a public body which would be equal to the task of managing a school.

2766. But with regard to the schools you have already aided, I imagine they are in a chartered relationship to you now?—No; we do not aim ourselves at directly managing all these institutions. I apprehend that we should never depart from the principle of having local governing bodies, and we are content that we have representatives on those local governing bodies, and are otherwise in touch with them.

2767. Then in your scheme for the Secondary Education of London, would you like to keep a place for what I may call regulated private enterprise?—That is a general question. I do not see how we could formally recognise it, though, of course, if excellent private schools exist we should wish to make use of them.

2768. If they submitted to certain conditions which you would prescribe?—They would necessarily have to submit to certain conditions, but I have a belief that efficient education can very seldom be given at a price which can be made to pay, except for a very small class of the community.

2769. But you would have no objection to aiding such schools in order to meet such a deficit?—It would be difficult to do that without also aiding them to make a profit directly or indirectly. If any proprietary school could see its way, by limitation of dividend, by turning its shares into debentures, or in any other way to become a company, and not work for profit, one would have no objection to the experienced private management continuing, providing the public funds were not going to increase or maintain dividend.

2770. Beyond a certain prescribed amount?—Beyond interest on capital.

2771. (*Mr. Cockburn.*) Did I understand that 171,000*l.* is the amount of money the county council are entitled to under the Act?—About that. It varies from year to year.

2772. Of that you have had 57,000*l.*?—And more. For the first year a certain sum was set aside. We had at our disposal last year 86,000*l.*, so that practically the council had half the amount.

2773. Is it out of the 86,000*l.* or out of the full amount that you have given this?—Out of the 86,000*l.*

2774. Supposing you had your full amount devoted to educational purposes by the London County Council, will 12,000*l.* be enough to meet all the requirements of secondary schools?—Not at all. I may say that, although we gave 12,000*l.* out of an available 86,000*l.*, it takes some time to spend money wisely, and and we shall not manage to get rid of all the 86,000*l.* this year.

2775. Are you looking forward to a much heavier charge for maintenance and equipment than this 12,000*l.*?—Yes, very much larger, because the present supply is certainly inadequate to what ought to be the per-centage of the population receiving Secondary Education, and, as our scholarship scheme develops, one hopes that a much larger number will be requiring schools, and we shall probably have to find schools ourselves or extend the existing schools.

2776. In the case of finding schools yourselves, which you are evidently contemplating, will that affect at all the grants in aid to these schools?—No, I do not think so. I should not like to commit the board, but it is obvious that if the grant is made for maintenance and stipulations are

made that teachers are to be taken on, any future board would consider that grant should not be withdrawn without very grave reasons.

2777. Does the religious question ever come into your consideration with regard to grants?—The question has never so much as been raised. We have never had to consider it at all.

2778. Nor in regard to scholarships?—No, not at all.

2779. You do not take any cognisance of it?—We have to take sufficient cognisance of it to keep within the law; we have to see that the schools keep within the Act, but the question has never given rise to five minutes' debate.

2780. (*Dr. Fairbairn.*) Would you contemplate your board becoming really the school board of all these public secondary schools?—The educational authority. The school board, with regard to elementary schools, itself conducts the schools, and I do not think our board would contemplate substituting itself for the governing bodies of all these schools; but, subject to the existence of governing bodies of the local description, we consider that we are in effect the educational authority for those schools, although we arrive at it under the Technical Instruction Acts.

2781. Would you be prepared to advocate, as regards the governing of these schools, the principle that has been recognised in the new scheme of St. Paul's, that is, representation of your body on them?—Yes. That is a requirement of the existing law, and we think a very valuable repuirement. We have appointed our representatives (of which a list will be submitted to you), and we have so far had every reason to be satisfied with that provision. Perhaps it is not necessary to put in the list at the present moment. I would draw attention to the fact that we have, wherever possible, appointed non-members of our own body as well as members.

2782. (*Mrs. Bryant to Dr. Garnett.*) Have you been able to ascertain, or have you ascertained, how many boys and girls respectively there are in these 37 schools? I take it that the 37 schools cover the provision for the second grade education in London?—There were 10,745 boys and girls the last time the figures were received from the schools which are receiving, and to which the board has offered aid.

2783. Do you know how many boys and how many girls there are?—They are about in the ratio of two boys to one girl. (*Mr. Webb.*) About 4,000 girls

2784. And how does the number of boys' and girls' schools stand?—(*Dr. Garnett.*) There are 14 girls' schools, and one mixed school.

2785. (*Dean of Manchester.*) Is the mixed school under a master or a mistress?—A master.

2786. (*Lady Frederick Cavendish to Mr. Webb.*) I think you said that you helped all the London polytechnics. Is that so?—Perhaps I did not sufficiently distinguish. The board has offered aid to all the polytechnics, and is actually aiding all the polytechnics which exist under the central parochial charities, but there are two other institutions, the Goldsmiths' Institute and the People's Palace, which are analogous to polytechnics, which have not accepted any aid from us, and do not require it.

2787. There is a third a little different from those two—the Morley Memorial College in the Waterloo Bridge Road; have you assisted that?—We have offered assistance to that, not as a polytechnic, but as an institution giving instruction in science and art, but the governing body did not think it desirable to accept our assistance for this year, because one of the conditions was not such as they could comply with without some change in their arrangements. We object very strongly to teachers receiving shares of the Science and Art Department grant, and some of the teachers at that college are paid in that way. One hopes that the governing body will see its way to alter those arrangements.

2788. May I ask why?—(*Dr. Garnett.*) Because it completely spoils the character of the teaching. In the greater number of schools in which the

teacher is dependent for his income on his grant, the tendency is to teach purely for the purpose of the examination, and not for the educational welfare of the pupils.

2789. (*Dean of Manchester.*) Am I to understand that you do not make grants out of this fund at all to any schools, endowed or otherwise, unless they keep themselves in touch with you by keeping on their management somebody connected with yourselves?—We are compelled to do that by the clauses of the Technical Instruction Acts.

2790. I am just asking whether the selecting outside the body has not worked pretty well in your judgment?—(*Mr. Webb.*) It has worked admirably. We have had the greatest possible assistance from those gentlemen who have come on. We have had very high educational experts from among them; and, moreover, we have secured the very cordial co-operation of the people they represent.

2791. (*Mr. Yoxall.*) What proportion of the representatives on the governing body of institutions aided by the funds of the board have been teachers or ex-teachers?—Not a very large proportion. We have, of course, appointed the members of the board where possible. We have in some cases appointed a gentleman on the art schools who is an inspector of drawing under the London School Board; in fact, two gentlemen holding that office. In one case we have put in the principal of a polytechnic, a neighbouring institution, who has himself been a successful teacher, and in another case we have sent as one of our representatives a gentleman who is professor of a neighbouring college.

2792. Does that exhaust the list?—That does not exhaust the list. I do not think we have nominated any elementary teacher.

2793. I use the word "teachers" in the very widest sense?—I do not think we have put any schoolmaster proper on any of those bodies.

2794. (*Dean of Manchester.*) As such?—As such. In one case, the Philological School, we propose to avail ourselves of the services of Dr. Abbott, who is, of course, an eminent retired schoolmaster.

2795. Did you put him on as a schoolmaster?—As an educational expert. There is some difficulty in putting an actual working schoolmaster on the governing body of another school. We were therefore very glad to have Dr. Abbott's services.

2796. (*Mr. Yoxall.*) Is it the intention of the board to make use of educational experts in that way?—That is so. We have sought for them.

2797. (*Mr. Sadler.*) With regard to outside representatives, do you see any difficulty in the way of giving outside bodies the absolute right of electing their own representatives without any veto?—Do you mean representatives upon our board?

2798. Yes?—I think it would be desirable. Certainly it is the law at present that the county council should take upon itself the responsibility. It should appoint. I think it desirable that the responsibility should remain where it is, but I cannot conceive that it would be at all likely that a county council, having invited any body or institution to nominate a representative, would take upon itself to reject their nominee except for some grave reason. I find no inconvenience in the present practice.

2799. Do you think there would be any inconvenience from transferring that right to the Minister of Education?—Assuming a scheme were to be settled by the Minister of Education as has been suggested, I do not think any difficulty would arise, but I should be very loth to lessen the responsibility of the County Council.

2800. (*Dean of Manchester.*) In your memorandum you say, "In all "cases the board has claimed the right of inspecting the schools and "classes by means of duly appointed inspectors." Has this custom worked very well?—Yes, it has worked very well indeed.

INSPECTION. 2801. (*Mr. Yoxall.*) May I ask what method of inspection obtains?—It is inspection in the fullest sense, and not examination. The gentleman

attends during a large part of the instruction and reports what he thinks of the practice.

2802. (*Mr. Cockburn.*) Does he attend without notice?—Yes.

2803. (*Mr. Yoxall.*) Do you take care that the inspector has had practical experience in teaching?—That is so in every case.

2804. (*Dean of Manchester.*) Who are the inspectors. Whence do you derive them?—The responsibility has been laid upon Dr. Garnett of either inspecting himself, or, if he cannot go himself, sending somebody.

2805. *Qui facit per alium facit per se;* Is that so?—(*Dr. Garnett.*) Yes. The gentleman who, next to myself, has inspected most of these schools, has had three years' experience as a master at Harrow, besides a year at Highgate, and some other experience as a master in large public schools. So he is extremely well qualified from the classical and literary point of view. As to the scientific part and the laboratories I deem myself competent.

2806. (*Mr. Sadler.*) Have you found any practical difficulties arising in this freer method of inspection?—None whatever hitherto. We have of course not had much experience yet, but I think we have had sufficient to show that the system is perfectly workable and likely to bring about a valuable result. We have the greatest possible freedom of conversation with the head masters and head mistresses of the schools, and generally with the other teachers, so that the inspection is carried on on the freest possible lines.

2807. (*Mr. Yoxall.*) And have you reason to believe that that affords to a public body, granting public funds, a safeguard with regard to the use of those funds?—Yes; as far as inspection goes. Of course the question of the safeguard provided by the auditing of accounts is another matter altogether.

2808. I am comparing your plan of assessing the public value of the work in the schools with the plan adopted by the Education Department in its examinations on the spot, and the Science and Art Department in its examinations at a centre. Do you think your plan is sufficiently a safeguard with regard to public money to be put into comparison with the other two?—If you ask me if the kind of inspection we carry out is sufficient without any examination of the school by any other public body whatever, I should answer no; but we make it a condition of our grant that the school shall be examined by some public examining body, and in the event of the school not being so examined, the board reserves the right of conducting its own paper examination.

2809. (*Dean of Manchester.*) So you have both methods?—Yes. The inspection without the examination would of course be extremely unsatisfactory.

TRANSITION FROM ELEMENTARY TO SECONDARY EDUCATION.

2810. In your remarks you say that some slight difficulty occurs at present in the transfer of junior county scholars from the public elementary schools to secondary schools. What particular difficulty have you had to encounter?—Whilst the boys and girls from the public elementary schools are extremely well trained in certain subjects (they are well trained frequently in arithmetic, for instance), they are found to be very backward as compared with boys and girls in the secondary schools in such subjects as French and history; and the result is that where a school is taught in forms, so that each form works independently of the others these children have to take a lower place in the schools than they would be entitled to take on account of their age and qualifications in other subjects, so that it puts them back several months. There are one or two schools in which the form system is modified very considerably, and the whole school is doing one subject at one time, and the children then re-arrange themselves for the next hour in another subject. In schools like that of course the difficulty does not arise, but in all the other schools that I know, the form system is completely carried out with the result that I have indicated.

2811. How would you propose to overcome that difficulty?—It is overcome very largely by the children receiving special attention during the first few months during which they are in the secondary school in those subjects in which they are backward. It does not completely overcome the difficulty, of course.

2812. Is that all that occurs to you at present to say upon that point?—Yes, except that I would hold that for children who are intending ultimately to leave school at a comparatively early age, it is desirable that they should not at the age of 13 commence the study of fresh subjects at all—subjects, I mean, which other children have studied younger. I think that their curriculum should not be broadened at that age, but that we should have a true continuation school for those, whilst for those children who are going to stay at school till the age of 17 or 18, the loss of the few months in the transfer is only a small proportion of the time which they have at their disposal for education, and it is desirable that those children should be carried on to the secondary schools.

2813. (*Lady Frederick Cavendish.*) Is it found in practice to be very difficult to give that sort of teaching in a secondary school, and to bring the other children up into line?—It is difficult. It is a difficulty which has been so much felt by the London School Board that they have arranged to provide for six months' special training. The teachers of secondary schools in London are generally of opinion that this instruction is much better given by the teachers of the secondary schools into which the child is entering than by the somewhat overworked elementary teachers of the school which the child is leaving.

2814. So the difficulty remains?—(*Mr. Webb.*) That difficulty is being solved with regard to our scholars, in one particular school, which is a very good secondary school, by putting them in a kind of remove for six months, and passing them on after six months to the ordinary form.

2815. (*Dean of Manchester.*) You wish to have, I presume, a line of demarcation between those who may be said to be continuation scholars under the elementary school system and the children who will receive what we call Secondary Education?—(*Dr. Garnett.*) Yes.

2816. Is it within your cognisance that that is a sort of system which is very largely established in the North of England, both in South Lancashire and in the West Riding of Yorkshire, and which is maintained to be a better system than the other?—I am more or less conversant with the work of the higher grade board schools of the North and Midlands, and I have had some of my best college students coming from a higher grade school conducted by a school board, and therefore educated along somewhat narrower lines than those which obtain in the secondary schools.

2817. An education which is more likely to be suitable in after-life?—Yes; if they are going into industrial occupations at the age of 15 or 16, or even in some cases if they are going to a purely technical college.

2818. And have you seen much in that system that you approve?—Yes.

2819. (*Mr. Yoxall.*) May we take it that you would propose to multiply the higher grade schools in districts of London where they do not now exist?—Yes; schools of that type; without committing myself to whether the school board should be pressed to provide them or not. With certain modifications, there are these dangers in higher grade schools, that the schools are so largely dependent upon the Science and Art Department that there is a great temptation to induce the children to study too many science subjects, and to study them superficially at the sacrifice of thoroughness and depth in their scientific training, and the almost total sacrifice of literary culture. Therefore, I would insist upon the pupils in the most technical of technical schools devoting two or three hours a week to English literature.

2820. (*Dean of Manchester.*) You are aware that the school boards then in many instances apprehend that danger and try to avoid it?—I think some of them are conscious of it.

2821. (*Mr. Sadler.*) Do you think that the tendency is to encourage the miscellaneous in education?—Miscellaneous in one sense, but rather a restricted sense. It is passing from one science subject to another science subject, but without giving that breadth of education which one would like to see introduced by giving a little more freedom from the system of grants.

2822. And you think that schools giving education on a more coherent plan are of a higher type?—Yes.

2823. On what ground are you disinclined to trust the school boards rather than the county councils with the complete supervision of secondary education. If you approve of their work up to the present point why, in the interests of the unity of education, do you wish to introduce another body?—In the first place because I think there is more than one body existing. There are existing now, in all districts of the country, the technical education committees of the county councils, and the nature of their work during the last few years has been such that if we consider this intermediate education, they are playing throughout the country a more prominent part in this intermediate education than the school boards are.

2824. But still some might say that their existing connexion with education is the result of a fortuitous piece of finance?—That is true; but we must take the position of affairs as it stands as a working basis.

2825. (*Dean of Manchester to Mr. Webb.*) Do you not look forward to the lion and the lamb lying down together?—I do not know that my opinion is worth much; but I am not at all sure that a body, which is conducting elementary education, is the right kind of body to which one would entrust, let us say, university education; and if that is the case it is quite possible to think that there might be some line of division between different educational bodies; and that whereas the school boards in the north conduct higher grade schools with great efficiency, it is conceivable that they might not conduct a school of the character of the City of London School with the same efficiency. I do not, myself, presume to say exactly where the line should be drawn.

2826. (*Dr. Fairbairn to Dr. Garnett.*) I should like to know the special reason for introducing English literature and ending with it?—I do not know that I would recommend them to end there, but judging from those boys whom one has met, coming from public elementary schools, they are very lacking indeed of knowledge of that kind of literature, which goes a very long way to make childhood happy, if nothing more, and which gives breadth of view, and a certain amount of culture in after-life. That English literature can be taught without going through the enormous amount of preliminary work that is necessary for Latin and Greek literature, to the English boy, is a sufficient reason why, in schools in which only a few hours in the week can be spared from the more technical subjects for any subject that implies literary culture, we should confine ourselves to English literature. It is merely a question of time.

2827. Do you not think it might be possible, even as regards public elementary schools, to introduce a little rudimentary Latin?—It is possible, but it is exceedingly difficult to work it into the time table.

2828. (*Mr. Cockburn.*) Are you aware that it is part of the Code that can be taught?—Yes, I am aware of that.

2829. (*Dr. Fairbairn.*) Do you not think that a great many of the difficulties you have stated with regard to all educational bodies of bringing the boys over the bridge from one school to another, would be met, if there were some anticipation of the secondary in the primary education?—Yes, it is the want of that which makes the difficulty in the bridging over; it is not the lack of the knowledge of Latin only which puts a boy back in entering the secondary school. We shall have to give him a still more liberal education than that which is induced by the elementary routine; and if a boy is to study only the very elements of

Latin, and drop them before he is really able to read a Latin author, I very much question whether that training will be of any great value to him afterwards.

2830. I want to find out how it would be possible with regard to governing bodies to bind the Primary and Secondary Education together?—There is extreme difficulty in intimately binding together the more liberal Secondary Education pursued in the secondary schools, and the somewhat narrower training of the public elementary schools. It is perfectly possible to bind that more restricted training which is afforded generally in higher grade schools, and would be afforded in our ideal continuation schools, with the work of the public elementary schools, and leave it only to those children who are intending to pursue their education to a much higher level, to overcome the difficulty of bridging across to the purely secondary school.

2831. Of course, it is not really as a rule the question of intention on the part of the child but a question of the gradual revelation of the faculties. Is there any method by which we can so liberalise primary education so as to make it really anticipate secondary?—It would imply that our primary schools should be carried on on very much the lines of our preparatory schools, and the training afforded by a preparatory school to a boy who was leaving school at 12, is, I should think, not the best to equip him for his life's work.

2832. (*Dean of Manchester.*) In answer to a question I put to you, I think you said you thought there were children who, from their circumstances, or other reasons, were leaving school at a certain time, and that for their future pursuits, and so forth, they would be better trained in primary education than in any form of secondary?—That is so—a continuation of the primary school.

2833. (*Mr. Llewellyn Smith.*) Should I be right in supposing that you consider the efficiency of existing continuation schools and higher grade schools is very seriously impaired by the system under which they draw a great deal of their income from the Science and Art grant?—Not so seriously but that the matter might be remedied without any very drastic changes. But I would restrict a little more than is now restricted, the number of sciences which children may study in those schools, and especially, I would prevent a child who had attained simply to an elementary stage in one year going on with another science the next year, because it is easier to get an elementary pass on the first year's work than to proceed to an advanced pass on the second year's.

2834. (*Mr. Cockburn.*) That has been provided for already by the latest arrangement of the Department, has it not?—I see the Department has made some considerable steps in that direction, and that those abuses which have existed, or those mistakes which have existed, in the conduct of these schools are being remedied.

2835. You are speaking of the past time, not of the state of things as it exists to-day?—I am speaking of the state of things which has produced students that I have had to deal with. There has been a reform, and I think we might with advantage go still further in the same direction.

2836. (*Mr. Llewellyn Smith.*) Do you consider that the system of Science and Art examinations is suited to these schools?—I think the system of examining in the evening boys in a day school, and putting them through an examination with artisans and persons of greater age, taught in ordinary science classes, is not good, and I should very greatly welcome a proposal on the part of the Science and Art Department to conduct special examinations in the day time.

2837. Accompanied by inspection?—Examination without inspection is almost worthless.

2838. (*Mr. Yoxall.*) Do you think well of the system of payment on results?—With regard to payment on results, I have for a long time taken a definite position, and urged that instead of such payment

there should be a certain standard required, in which examination results would count, and that, provided the school reached that standard, the grant should be made rather upon attendance than upon examination passes, that attendance being taken with a modification. It is clear that less than a certain sum would be useless to a school, and that the attendance grant should be therefore based upon a sliding scale.

2839. (*Mr. Sadler.*) How far has the technical education board availed itself of the help of the London University Extension Society?—(*Mr. Webb.*) The technical education board has not discriminated, in offering its aid to classes, between those conducted with reference to university extension and those conducted otherwise. They are all equally eligible for aid, but in one case we asked the London University Extension Society to conduct a series of pioneer lectures in science in London—large, popular lectures. They were to be not so much for instruction as advertisement. We hoped to secure the attendance of persons unconnected with any existing institution, and then distribute among them lists of classes which they would be able to attend. We got an average attendance of from 500 to 1,000 persons at each centre. We got from 70 to 150 papers done every week, and we got from 50 to 100 students in the final examinations, and we hope that by that means we have stirred up an interest in education in some districts in London in which there was practically no provision. But that was a side issue.

2840. That is preparatory or pioneer work, but do you think that in a system of Secondary Education, the services of travelling teachers whether in connexion with the university extension or not, might be utilised?—Yes, the problem is quite different in a town from the country, and I would speak only of London. We have introduced migratory teaching ourselves in domestic economy We have engaged 10 ladies, who conduct classes for dressmaking or cookery in any centre in which a dozen girls can be got together, free of bharge. That is a practical instance. We have not followed that up in other subjects because as regards ordinary science or art subjects most parts of London are already provided with local agencies for conducting any kind of teaching that might be supplied.

ORGANISATION OF EDUCATIONAL BODIES OUTSIDE LONDON.

2841. (*Mr. Hobhouse.*) I understand that, in your view, the constitution of the technical education board in London would form a good example for the constitution of district boards for Secondary Education throughout the country?—Yes, that is so, subject to variation according to the circumstances of the locality.

2842. You think that while the county of London is sufficiently large in area to make it satisfactory for the purpose of organising Secondary Education, in the case of the smaller and less populous counties they might require to be grouped?—We have a very strong opinion that the Administrative County of London must be the educational area with regard to the Metropolis. Although our relations with the neighbouring authorities are cordial yet these are very different. But we have suggested a joint committee to settle little differences of scholarship conditions, so as to take care that no child on the border is excluded. With that exception we see no inconvenience whatever from the London area. Different counties have different problems. It would be almost impossible to amalgamate London and Middlesex.

2843. (*Mrs. Bryant.*) Would not this difficulty arise in connexion with scholarships—that many children would be excluded who are really London children, because they happen to be just outside the area?—(*Mr. Webb.*) We hope that no child will fall between two stools. Surrey, Middlesex, and the other bounding counties, Kent and Essex, have all scholarship schemes which are equivalent to our own, and the child must of course be eligible for one or other of those. We are about to take care that there is no gap in that.

2844. (*Mr. Hobhouse.*) Would you recognise the fact that in the case of certain counties it is desirable that there should be joint representation of

the large towns and county boroughs with the rural counties around, for the purpose of administration?—That is my opinion.

2845. (*Mr. Cockburn.*) Do I understand that, for instance, taking the case of South Lancashire, you would take the administrative county boroughs of Manchester, Liverpool, Warrington, and all those large towns, along with the Administrative County of Lancashire, and make them all part of one great scheme?—(*Dr. Garnett.*) The difficulty that arises in this way almost necessarily leads to such a result as you have indicated. In a large county like Lancashire it would be possible to subdivide it, but that the large county boroughs should be included is necessary on this ground. Nearly all the large educational institutions are placed within the county boroughs, and the children flock both to the day schools and to the evening classes of those institutions by railway from miles round. The result, therefore, is that if those county boroughs are left quite independent, as they now are, of the surrounding administrative county, the funds at the disposal of the county boroughs for the maintenance of their own educational institutions are too small. They have, in fact, to educate the great majority of the county children out of the borough funds, while the county councils of the administrative county around are liable to spend all the funds which they have upon the educational work in the rural districts and in the villages. Of course I am aware that I have somewhat exaggerated the statement as I have so put it, and that the administrative counties do contribute towards the maintenance of institutions within the county boroughs. The Act of 1891 made that possible. Previously to that Act we were in a very awkward position indeed, but the amount so contributed is I think quite out of proportion to the amount of educational work done by the institutions within the county boroughs.

2846. Do I understand that with regard to county boroughs having their own proportions coming to them just as distinctly and separately from one another as one county is from another, and having rights of rating independent of all other surrounding authorities, you would try to merge them in one and take away all their individual independence?—I would have a joint board, certainly, for the administration of educational funds. We might take, for instance, a city which contains a population of 180,000 persons. Supposing, for instance, that within a few hundred yards, across a bridge, there is a county borough with a population of 75,000, or something like that, and there is within easy reach a population altogether of about 800,000 in smaller towns and villages of the surrounding counties. The whole of those 800,000 use the big educational institutions of that city with its population of 180,000 for their educational purposes, and therefore, while the county borough with the population of 75,000 that I have mentioned is giving practically nothing to education, the larger city is devoting the whole of its funds to education, but that fund is quite inadequate to deal with all those pupils who flock into it from the surrounding towns and country districts.

2847. (*Mr. Sadler.*) But would not great resistance be offered to this merging?—I do not think they would be merged. I do not think that a joint board implies merging.

2848. (*Mr. Cockburn.*) With such divergent feelings as there are in Sheffield and Leeds, for instance, which are not just across a bridge, but which are nearly 40 miles apart, how would you get those two places to sink their own individuality?—Sometimes when difficulties of that kind have existed, educational bodies have been the ones that have brought about a brotherly feeling of harmony in divergent authorities. You have it in Liverpool and Manchester. The same feeling has existed in counties which I have known still better, and yet there has been no difficulty, when a joint educational body has sprung up, in bringing those educational authorities together.

2849. (*Mr. Sadler.*) Would you give them joint rating power too?—They have separate rating powers in the separate boroughs. Do you

mean that we would give to this joint body power to levy a rate which would extend over the whole district apart from the county councils themselves?

2850. Yes?—I think that this joint body should have the power of issuing a precept upon the rating authorities for its purposes, subject to certain limitations, but I have not thought the question out sufficiently to answer that definitely.

2851. (*Mr. Hobhouse.*) I understand that you think that local authorities should, as far as possible, endeavour to aid the supply of secondary instruction, rather than themselves undertake the supply. By that, I suppose you mean that they should rather help existing institutions than commence new ones?—At the beginning they should utilise to the utmost existing institutions, and, where those institution are on such a basis that they cannot legally aid them, they should use all the influence they have to get the institutions made more public, so that they come within their powers. Then having exhausted the existing institutions as aided by them, the next course is to commence supplying education, but in the first instance, and, until the resources of existing institutions have been exhausted, they should restrict themselves to aiding.

CENTRAL AUTHORITY.

2852. (*Mr. Sadler to Mr. Webb.*) Have you formed any idea of what would be the best central authority for Secondary Education?—So far as I have had any experience of Government Departments, I am strongly in favour of a Minister rather than a board, but I do not know how much further your question would go. I conceive that there ought to be a Minister of Education who should be ultimately responsible to the nation and to Parliament for every kind of education.

2853. Would you then have a department with special duties with regard to Secondary Education as there is now with regard to primary education?—Yes, one and the same Minister, with separate departments. Of course not separate offices in any extreme sense, but separate departments in the same sense that the Home Secretary necessarily deals with one subject through one under-secretary and another subject through another under-secretary.

2854. Would you have the Minister of Education assisted by any form of council of educational experts or representatives?—I do not think there is any more necessity for the Minister to be assisted in that way with regard to education, than with regard, for instance, to trade or any other subject. If you have a bad Minister that is not the fault of the system, and a bad Minister, at any rate, does not remain permanently.

2855. (*Mr. Yoxall.*) Take the analogy of the India Council?—The India Council is a unique phenomenon. It is extremely expensive. I know that John Stuart Mill said that it was the most excellent Government Institution that could be devised, but he had not had 30 years' experience of its working. I am not myself quite sure that it has been so successful as to warrant its great expense.

2856. When you spoke of a separate department you meant a branch of one and the same Ministry for all forms of education?—Yes, no more than that.

2857. (*Mr. Sadler.*) But I understand you would not centralise in your proposed new department, responsibility for details, but you would give the responsibility for details to the county council?—I do not imagine that the Minister of Education would carry on any school himself. He might conceivably be made responsible for the actual administration of a national university, but in all probability he would not be responsible even for that. I am entirely in favour of local governing bodies to the fullest extent, and the Minister would only discharge those functions with regard to Secondary and University Education that he discharges now with regard to Primary.

2858. Would he send out inspectors, or would they come from the local governing body?—I think the Minister should have the power of

inspecting every educational institution in the country if he is to be responsible for the provision of a complete educational system, though his inspection, unless we have payment by results, need not be so systematic as the inspection of elementary education is at present.

(*Mr. Hobhouse.*) I thank you on behalf of the Commission for your evidence.

The witnesses withdrew.

Adjourned to to-morrow at 11 o'clock.

TENTH DAY.

At Westminster Hall, Wednesday, 30th May 1894.

PRESENT:

THE RIGHT HON. JAMES BRYCE, M.P., IN THE CHAIR.

The Right Hon. Sir J. T. HIBBERT, K.C.B., M.P.
The Hon. and Rev. EDWARD LYTTELTON, M.A.
Sir HENRY E. ROSCOE, D.C.L., M.P.
The Very Rev. The DEAN OF MANCHESTER, D.D.
The Rev. A. M. FAIRBAIRN, D.D.
Mr. RICHARD C. JEBB, M.P.
Mr. RICHARD WORMELL, D.Sc.
Mr. HENRY HOBHOUSE, M.A., M.P.
Mr. M. E. SADLER, M.A.
Mr. H. LLEWELLYN SMITH, M.A.
Mr. GEORGE J. COCKBURN.
Mr. CHARLES FENWICK, M.P.
Mr. J. H. YOXALL.
The Lady FREDERICK CAVENDISH.
Mrs. BRYANT, D.Sc.
Mrs. HENRY SIDGWICK.

The Hon. WILLIAM N. BRUCE, *Secretary.*

C. H. BOTHAMLEY, Esq., called in and examined.

2859. (*Chairman.*) You are Director of Technical Instruction in the County of Somerset?—Yes.

2860. And you were the first chairman of the Association of Directors and Organising Secretaries for Technical and Secondary Education?—Yes.

2861. How long have you been at work in this matter in Somersetshire?—Since August 1891.

2862. How long has the Association of Organising Secretaries existed?—Since October 1891.

2863. At present under the Acts of Parliament the county councils have power to aid technical instruction only?—That is so.

2864. And they have not power to make grants for Secondary Education in the most general sense of the term?—No.

2865. But under the term "technical instruction" many subjects are included which may be thought to belong to the general sphere of Secondary Education?—I think almost all the subjects except classical languages, the English language and literature, and history and geography in the ordinary sense of the term.

RELATION OF TECHNICAL TO SECONDARY EDUCATION.

2866. But I suppose that geography in one sense does come in?—Yes, so far as it relates to commercial geography and physical geography.

2867. What is your own view of the relation of technical to general Secondary Education?—Of course, the most important point is, that you cannot have successful technical education, especially in its higher branches, without the foundation of a good Secondary Education. You are constantly hampered, for example, by the want of mathematics, and the want of knowledge of foreign languages. Of course, a great deal of scientific and technical literature is in German, and a good deal is in French, and higher students are always at a disadvantage if they can read neither one nor the other.

2868. Would you not call the physical sciences to some extent subjects of general Secondary Education?—Certainly.

2869. Would you say that it was possible to draw a sharp line between what is technical and what is secondary instruction?—Not at all. There are certain things, of course, such as the direct application of scientific principles to manufactures, which are unmistakably technical.

2870. That would rather turn upon the distinction between Secondary Education in a general sense and professional education?—Quite so.

2871. But a good deal of what is commonly called technical education might well be included within the view of Secondary Education generally?—A very large proportion of it, certainly.

2872. Can you indicate to us generally the kind of aid which county councils now give to Secondary Education: that is to say, the sense in which county council aid may be said to go to general Secondary Education?—It goes first of all in the form of scholarships of various grades, and secondly, in the form of direct grants to secondary schools, which sometimes take the form of building grants and grants for apparatus; and sometimes the form of annual grants in aid of particular kinds of teaching; then there are also evening continuation schools, special classes of instruction for elementary teachers and others, and course of university extension lectures.

NATURE OF AID TO SECONDARY EDUCATION GIVEN BY COUNTY COUNCILS.

2873. In what sense do you say that those scholarships belong to general Secondary Education?—The majority of them are scholarships to enable the children from the public elementary schools to go to higher schools.

2874. But they are not awarded to what may be called in the special and limited sense, technical education?—No, they are usually awarded upon a competitive examination in the ordinary standard and class subjects; for instance, subjects in Standards V. or VI.

2875. Those subjects, I suppose, being also approved under the Technical Instruction Act?—Not necessarily. You may, for example, examine your scholars in English if you choose.

2876. Will you please indicate in what way they are brought by the county councils within the view of their being grants for technical instruction?—Because they enable you to select the boys to whom you are going to give the secondary or technical instruction.

2877. They are in the nature really of entrance examinations, preliminary to a technical course?—Quite so.

2878. They operate as a general encouragement to Secondary Education?—Yes, distinctly.

2879. The grants to secondary schools are conditional of course upon the giving of instruction in technical subjects within those schools?—Yes,

as a rule; but generally technical instruction is interpreted to mean instruction in drawing, various branches of mathematics, various branches of science, and modern foreign languages. That is to say, there is not as a rule any condition that there shall be any actual teaching in a school of the application of those principles to a trade or manufacture. They are treated just as branches of ordinary Secondary Education.

2880. But those grants can be made, because this wide extension has been given to the term "technical instruction"?—Quite so.

2881. The case has never arisen, I take it, of giving grants to schools which do not give education in some technical subject?—No.

2882. (*Mr. Cockburn.*) Are you speaking with regard to Somersetshire only, or are you speaking generally?—Quite generally.

2883. (*Chairman.*) Have county councils generally been guided in their grants to these secondary schools by the quantity of technical instruction in those schools, or have they made grants upon the general view that those particular schools deserve encouragement?—That would vary very much with different localities. In many cases it has been absolutely necessary to make those grants in order to provide instruction which did not exist before.

2884. The policy has varied in that respect?—It has, of course, been varied to meet the circumstances of different schools.

2885. What you have said about the relation of Secondary and Technical Education as a condition for the receipt of grants would apply, *mutatis mutandis*, to the evening continuation schools?—Yes.

2886. That is to say, the school always gives instruction in some subjects which are technical within the meaning of the Act?—Yes; in the case of the majority of evening continuation schools which are aided by county education committees I should say that the greater part of the instruction came within the Technical Instruction Acts.

2887. A larger proportion, probably, than would be the case with the day secondary schools?—I should think on the whole a larger proportion, but of course of a very elementary character.

2888. Would it, in your view, be desirable to remove this restriction, which at present seems to make no great practical difference, and to give the county council the power of applying their money to Secondary Education generally, of course including technical education?—Yes.

2889. Would you indicate your reasons for that view?—The great difficulty is in the starting of new schools. But a difficulty arises in distinguishing between what subjects you are giving your aid for. As a rule, you cannot separate the curriculum of secondary schools strictly into technical instruction within the meaning of the Act and the ordinary instruction.

2890. Is there any difficulty?—In the first place you have a certain amount of opposition from people who think that the literary subjects will be to some extent squeezed out.

2891. That is to say, schools hesitate about receiving the grant?—Yes, in certain cases. Then if you establish a new school you have the difficulty that you must have some other sources of income for the other subjects, such as English, and Latin if you wish to take it.

2892. Then are all branches of English excluded?—Yes, all branches of English as it is usually taught in secondary schools—English composition and English grammar and literature.

2893. Is it found also that the restriction has the effect of occasionally discouraging county councils from giving grants where, even in the interests of technical instruction, they ought to give them for secondary schools?—In what way?

2894. Is it found that a county council, which, if there were no such restrictions, would be inclined to aid deserving secondary schools, hesitates

to do so because it is not sure that the school is sufficiently technical?—Yes, I have no doubt that there are cases of that kind.

2895. Therefore the restriction in the Act applies injuriously, in your view, to both sides?—Yes.

2896. Both to the governing bodies of schools and also to the county councils?—Yes, because the county councils regard Secondary Education as at present outside their powers, and a school which was chiefly a classical school, although it had a modern side, would, perhaps, be excluded on that account.

2897. And in that way a school might be prevented from developing itself as much as it otherwise would on the scientific side?—Yes.

2898. (*Sir John Hibbert.*) I suppose you have a knowledge of the mode in which different county councils have applied their grants. There has been great variety in different counties in the mode of distribution?—Yes, very great variety.

2899. Do you consider that there has been an advantage in the councils not being under the strict control of any public department as to the distribution?—I think, on the whole, a very great advantage, because the councils are better acquainted with the needs of their own localities and with the existing facilities for education.

2900. And this freedom has allowed a considerable number of experiments to be made which probably could not have been made if they had been under strict regulations?—Yes.

2901. Surrey and Kent have combined, have they not, to establish a college for the teaching of scientific farming, or agriculture?—Yes, there is Wye College.

2902. Do you know whether any other counties have undertaken similar work; for instance, in the West Riding of Yorkshire, have they not done something to assist in establishing scientific instruction in agriculture, by means of the Dairy College?—Yes, they contributed very largely to the development of the agricultural side, and to the maintenance of a staff of peripatetic lecturers.

2903. You say that the county councils have a difficulty in giving their money in aid of Secondary Education. Is it not the fact that wherever any school, which gives Secondary Education, has scientific classes, the county councils in those cases are enabled to give their money in aid?—Yes, to the scientific classes.

2904. Does not that help Secondary Education indirectly though not directly?—It helps it indirectly, unquestionably.

2905. In your opinion it would be desirable to enable county councils to give aid direct for Secondary Education apart from scientific classes?—I think so. It would remove many difficulties that are now felt.

2906. (*Dean of Manchester.*) With regard to the agricultural college you speak of. Can the county council only support what you may call the agricultural technology?—No, they may support instruction in any branch of natural science.

2907. If it is combined?—Yes; they may support instruction in any subject which is contained, for example, in the Science and Art Directory.

2908. But no other subject?—Agriculture is contained in the directory, certainly.

2909. (*Sir John Hibbert.*) Indirectly they may teach other subjects?—They do as a matter of fact.

2910. Indirectly may they not give instruction in other subjects than scientific subjects?—They may give instruction in modern foreign languages.

2911. (*Sir Henry Roscoe.*) In fact they can give instruction in all the subjects which are recognised under the Technical Instruction Act?—Yes.

2912. Which include all ordinary subjects with the exception of Latin, English, and perhaps history?—Yes.

2913. (*Dean of Manchester.*) This agricultural college I understand to have been founded by the county council?—It was founded by the county councils upon the basis of an existing endowment for which a scheme was made by the Charity Commissioners.

2914. Then there are other sources of income?—Yes. There is a small fund, I do not know the amount.

2915. (*Sir John Hibbert.*) Are you aware whether aid has been given to any large extent by different counties to the grammar schools of the counties?—Yes, in several counties, very large aid. In Surrey, in Derbyshire, the Lindsey Division of Lincolnshire, Staffordshire, Devonshire, and Somerset, annual grants to the amount of 1,500*l.* or 2,000*l.* in each county, and probably in other counties.

2916. Have many counties given money in the form of building grants?—Several counties have done that. I find, for example, that out of 33 counties as to which I have precise information, 15 have given building grants.

2917. Are those grants in aid of schools?—In aid of secondary schools of the nature of grammar schools. In the case of Somerset the grants actually made, or promised, amount to 5,500*l.*

2918. (*Chairman.*) Have conditions with regard to the maintenance of a certain amount of technical education in the schools been attached to those grants?—I think that there is invariably a rule that a certain amount of instruction in science shall be given and that they shall be open to inspection.

2919. Inspection by whom?—By some officer appointed by the county committee.

2920. (*Sir John Hibbert.*) I suppose you would agree that the money which the county councils have had to expend in aid of technical instruction has brought forth in most portions of each county a desire to establish classes so as to obtain aid of this character?—I think so, in every county.

2921. (*Dean of Manchester.*) Is there any county which has not been able to dispense all its money under this Act?—There are a certain number of counties that have not tried.

2922. (*Sir John Hibbert.*) I think there are very few counties which have not distributed their money?—Yes; 41 administrative counties have devoted the whole of the money available, and seven, excluding London, have devoted only part of it.

2923. (*Dean of Manchester.*) Is that because of the conditions being such that they could not grant the money or because they did not want to?—I think the seven counties concerned—leaving London out, which would make eight—are smaller agricultural counties in which, as a rule, enthusiasm for education is not great.

2924. (*Sir John Hibbert.*) Some of the counties which at first refused to grant money for technical education, I think, have since altered their system and are now granting their money?—There is at present no case of any county which does not grant some of the money.

COMPARATIVE UTILITY OF GRANTS TO PERMANENT SCHOOLS AND ITINERANT LECTURESHIPS.

2925. (*Chairman.*) Can you express any opinion as to the comparative utility of the granting of money by way of establishing permanent schools and by way of the establishment of itinerant lectureships?—That involves far too many questions for me to be able to answer it directly. There is no doubt that the more you can develop your work in the direction of permanent schools or institutions the more satisfactory will be the result. The itinerant classes are to lead the way and create an interest, but are to lead up to the development of schools and institutions of a higher character than schools.

2926. I have heard it stated that in some counties the conclusion had been reached that the application to a school was more fertile and beneficial than the itinerant lectureships, but it may be too soon to generalise from the experience of those counties?—Yes, it is too soon to generalise on the whole, but I think you may say that where you have permanent institutions you may do a greater amount of good, especially with regard to the higher branches of your teaching; but there will always remain a large class of people whom you can only reach by itinerant classes, or classes of a temporary character.

2927. Do you not think that the establishment of centres of special technical instruction might dispense, at least, to some considerable extent with the necessity of itinerant lectures?—That may apply to thickly populated districts where the communication is good, but not to rural counties.

2928. Not to Somersetshire?—No.

2929. Would you think it necessary in Somersetshire to retain some amount of itinerant lecturing?—Yes, I think so in any case—not necessarily itinerant lecturing in the ordinary sense, but classes which were held for a certain time and then dropped for a time.

2930. But held in centres where instruction was regularly given?—Probably they would be held in small places where no other instruction was being given.

2931. Where there was no school where secondary instruction was being given?—Yes, in many cases. That would apply to rural counties generally.

2932. Those classes would be of course in what may be called in the strictest sense professional subjects. They might be applications to particular branches of agriculture or stock keeping?—They might be, or they might be instruction in science generally.

2933. Would your remarks apply to instruction in science generally as well as to instruction in professional subjects?—Yes.

2934. (*Sir John Hibbert.*) Is it your opinion that the distribution of this money by county councils has enabled aid to be given to classes and to districts which have never been enabled to obtain them in past years?—Yes, to a very large extent.

2935. For instance, in the case of agricultural classes, have they not largely benefited by this distribution of the money by the county councils?—Very largely.

2936. In the way of itinerant lecturers upon various subjects?—Yes.

2937. In the way of having dairy instruction and matters of that kind?—Yes, a very large amount of work has been done.

2938. (*Chairman.*) But that use would largely consist in stirring up their minds and making the isolated and remoter part of the population realise the value of technical education?—I think in many cases it goes a great deal further than that. For instance, in the case Sir John Hibbert mentioned of the dairy schools, and some others.

2939–40. Not the sole value. That would be an element in the value. That would lead them to understand that there were a great many matters in their everyday work which belonged to the sphere of science which they had not realised previously?—Yes, I know one instance of people who had not even known that there were books in existence with regard to the principles of agriculture.

2941. (*Sir Henry Roscoe.*) I should like to ask you whether you could give us the total sum already spent by the county councils for the maintenance grants to secondary schools, and for the equipment of secondary schools?—I am afraid there are no returns available at the present moment. You see the statistics at the present time are not complete, or anything like complete. I could give you some special cases where I know what they are doing; for instance, in Surrey they pay in aid to grammar schools about 2,200*l.* a year; in Somerset about 1,500*l.*; in Devonshire about 1,800*l.*; and in Staffordshire about the same amount.

2942. What is your opinion with regard to the total amount in the country?—I am afraid there are no figures in existence at the present moment which would enable me to say that.

2943. Have you any remarks to make on the present position of the Technical Acts as influencing Secondary Education; whether, for example, there is any difficulty felt from what is said to be the *quasi* temporary character of the grant; whether in making grants for the maintenance or the establishment of secondary schools any difficulty is felt now from the fact that the grant is made from year to year?—Well, difficulties do arise in that connection in two ways. Of course the governing bodies of schools are rather loth to alter their constitution and their curriculum for the sake of a grant which they feel may not be permanent. But then the want of permanence of that grant at present arises partly from the fact that it is an annual grant of Parliament, and partly from the fact that it is at the option of county councils whether they will devote it to education or not. I think the second difficulty is regarded as the more serious one of the two. People have got into the habit of looking at the grant from Parliament as permanent, perhaps without sufficient ground. But the difficulty they feel in each individual county is the uncertainty as to what the next county council may do.

2944. Do you mean to say it is desirable that some steps should be taken to make permanent, or for a certain length of time, at any rate, the the grants given to secondary schools?—Yes, and also the application of the whole grant to educational purposes.

2945. In what way could that be secured?—It could only be secured, I take it, by legislation, making it compulsory on county councils to employ the money for educational purposes, instead of allowing it to be optional, as it is at present; and that difficulty is most felt in rural counties where the existing facilities for education are at their worst, and require the greatest development.

2946. (*Mr. Hobhouse.*) Would not you say that in the early days of the county council grants, a large proportion of money was devoted to itinerant and temporary classes in order to awaken popular interest?—Unquestionably, a very large proportion.

2947. As time has gone on it has been found more valuable to erect permanent institutions wherever the circumstances admitted of it?—Yes. I think that has generally been found to be true in all counties.

2948. And that now there is a general feeling in most county councils and among members of your body and secretaries that as far as possible permanent institutions should be erected?—Yes. There is no doubt of that.

2949. And that the county councils have, generally speaking, full power to erect permanent institutions of a purely technical character, but when it comes to erecting new secondary schools their powers are limited by Act of Parliament?—That is so.

2950. In fact they cannot erect a new school, however much it may be needed, unless there is some endowment which they may avail themselves of?—That is so. Unless in the case of higher grade board schools they can get the assistance of a school board in those places where school boards exist.

2951. And in many of the country districts there are no large school boards?—In most of the rural districts there are very few school boards in existence and also very few endowments.

2952. With regard to scholarships; have not those been taken up to a great extent by rural counties as the only means of conveying promising boys to secondary schools?—Yes; I find that of 33 English administrative counties, not county boroughs, 24 have schemes of scholarships from public elementary schools to secondary schools.

2953. And in many cases these involve boarding boys?—In many cases they involve boarding boys, and special provision is made for that in the value of the scholarship.

2954. Would you tell us generally what the value of these junior scholarships would be?—I know that they vary in different counties from the fees and the travelling expenses and the books, up to as much as 25*l.* or 30*l.*, the 25*l.* or 30*l.* being specially designed to meet cases where the secondary schools are few and far between.

2955. In fact, they usually cover, not only the costs of tuition, but also the costs of the maintenance of the boys?—That is so. It has been found generally that, in order to get the scholarships taken up by the poorer classes, the sum given must supply a certain amount of money towards the boy's maintenance—his clothing and food.

2956. And, in addition to these junior scholarships from elementary schools, some county councils are now devising higher scholarships to carry the boys further on. Is not that so?—Yes. I find that 19 out of these 33 have scholarships which are to carry on the boys from secondary schools to places of higher education.

2957. What is the general value of those scholarships?—The general value ranges from 30*l.* to 60*l.*

2958. And at what age?—Over 15, as a rule, sometimes with a higher limit at about 18, and sometimes with no higher limit.

2959. To what institutions are those boys supposed to be sent?—As a rule, there is no strict limitation. The scholarships are allowed to be held at any university college, or at a college of a university, or institutions of the same type as the Royal College of Science the colleges of the City and Guilds Institute, and some of the agricultural colleges.

2960. Institutions not distinctly of a technical character?—Not necessarily of a technical character, because in some cases they are allowed to be held at Oxford and Cambridge in the science subjects. A student is required to take a science degree.

2961. Then it is now possible in many counties, by this system of scholarships, for a boy of poor parents, educated in an elementary school, to climb to the highest kind of educational institutions?—Yes, that is so in many counties. It is so in at least 18 counties.

CONDITIONS OF GRANTS TO SECONDARY SCHOOLS.

2962. Then, with regard to these grants to secondary schools, they are usually made on somewhat strict and complicated conditions, are they not?—The conditions vary very much, both in their complication and strictness, in different counties.

2963. Would you state generally what those conditions are?—The first condition is that laid down by the Technical Instruction Act, that the county council must be represented on the governing body of the school. Then, secondly, there is usually a condition that a certain amount of science instruction should be given, and that there should be a certain number of hours per week of scientific or technical instruction for certain classes of boys. There is generally a higher limit in the case of the older boys than in the case of the younger boys, and there is invariably the condition that the school shall be open to the inspection of an officer appointed by the county council. Perhaps I ought to say that this maintenance grant in some counties takes the form of actually supplying a teacher of science. It is not an actual payment of money, but it is that the county council, or the county committee, undertakes to supply a teacher of science subjects. He is usually a very highly qualified teacher who is paid 200*l.* or 250*l.* a year.

2964. In some cases the same teacher is supplied to other schools, is he not?—As a rule, I think not, but there may be cases where that is done. In other cases where a science teacher is to be appointed, the appointment is left in the hands of the governors or headmaster, as the case may be, but subject to a power of veto. The county committee may say that it does not regard Mr. So-and-so as a competent science or technical instructor.

2965. As a general rule, the secondary schools have accepted these conditions, have they not?—As a general rule, there has been no difficulty at all.

2966. The higher class of the secondary schools, as a rule, have not been offered this aid, have they?—No; that is to say, schools which are meant chiefly for the children of parents who are very well to do.

2967. And the effect has been to exclude 'classical schools from aid?—Yes, that is so.

2968. Schools where classical education forms the larger portion of the instruction?—Yes, in several cases.

2969. (*Mr. Llewellyn Smith.*) With regard to the itinerant classes. I think you said that one of the valuable features of those classes at the beginning of the work of the county council was to arouse interest in education?—Yes.

2970. Is it your experience during the time that you have been in Somersetshire that there has been a sensible rise of interest in education?—Yes, unmistakably, and, moreover, it is a continued rise of interest.

2971. A continued rise of interest on the part of the public generally?—Yes, on the part of the public generally.

2972. Have you found opposition and objection on the ground that some of the money given to secondary schools might go to the middle classes, and a feeling that it ought all to go to artisans?—I think at first there was some feeling of that kind, but I think it has almost disappeared now.

2973. It has been partly got over by the scholarship scheme?—Yes, partly by the scholarship scheme, and partly by the fact that those mainly concerned have pointed out that there was no restriction of this kind in the Technical Instruction Act, and nothing in the expressed intention of Parliament.

2974. Then you think that if there was any difficulty it is a decreasing one?—Yes, and it has almost disappeared.

2975. You are now giving about 1,500*l.* a year in Somersetshire?—Yes.

2976. Could you give us a rough sketch of the distribution of that aid?—Do you mean as to the amount?

2977. I mean as to the kind of schools to which that is going, and the kind of work they are doing. First of all, how many secondary schools are there in that district?—At present there are nine that have received aid from the county committee.

2978. Are they are all of a similar character?—Most of them are grammar schools working under a scheme from the Charity Commissioners. One is a school which was originally proprietary, and has been re-organised.

2979. With that exception, are most of them country grammar schools?—Yes.

2980. Attended chiefly by what class of pupils?—I think you may say all classes.

2981. Charging what kind of fees?—Charging fees which vary from about 4*l.* a year up to 8*l.* a year.

2982. Is there any large number of schools of a similar type, to which, for various reasons, aid has not been offered, or which have refused aid?—No, not in Somerset.

2983. Are not a number of secondary schools in Somersetshire (what I may call middle schools) now being aided by the county council?—Yes, all the public schools which may fairly be called secondary, with one exception.

2984. And are they all receiving maintenance grants?—Eight are receiving maintenance grants which, as a rule, are paid in the form of capitation grants.

2985. Your county council does not adopt the plan that you describe of sending teachers?—No, but we have a veto on the appointment of teachers.

2986. With regard to the supply of actual teachers, which you referred to in answer to a question by Mr. Hobhouse, do you know whether any difficulty has been found from the divided control to which that teacher is subject; that he is appointed by one body and is subject to another?—I am not aware of any difficulties. Personally, I do not approve of the system. I prefer that the appointment of teachers should be left in the hands of the headmaster with the power of veto on the part of the County Committee.

2987. You do not know whether, as a matter of fact, there is a difficulty?—I am not aware of any instance. I am aware of instances where the power of veto has been exercised.

2988. In your own county?—Yes, in my own county, and in a neighbouring county.

2989. Where it has been successfully exercised without giving rise to any difficulty?—Yes. I think the governing body and the headmaster recognised afterwards the wisdom of the veto.

2990. (*Mr. Yoxall.*) Would you mind telling the Commission what you estimate to be the amount which was spent last year by the county councils upon more particularly secondary work apart from the technical work?—Out of the whole amount, which was over 500,000*l.*, I should say about 120,000*l.* has been spent, but that does not mean in direct grants to secondary schools.

2991. And I understand that you would propose, if you were asked to do so, that a considerably greater sum than that should be spent by the county councils upon the more particularly secondary work of the county councils?—No, I do not think I said that. What I said was that I thought a larger amount of aid might be given in direct grants to secondary schools.

2992. Would you mind telling us from what sources you would draw the larger amount that might be given in direct grants to secondary schools?—There is, at present, only one source, that is the local taxation grant. There is also the power of raising a rate for technical instruction under the Act of 1889, but the power is not exercised by English administrative counties.

2993. Is that the source from which you would give a greater amount of aid than the present proportion in direct grants to secondary schools?—Yes, I think so.

2994. Would you deprecate the diversion of the present amount of money from the more purely technical work?—I may say that this question was very fully discussed at the time I was chairman of the Association of Organising Secretaries. There was an almost complete meeting of the members, and we agreed that not more than half of the present fund ought to be made divertible (I will not say diverted, but made divertible) and the other half should be retained for technical instruction as distinct from secondary.

2995. I suppose you would prefer that there should be sources of income additional to the present sources?—Yes.

2996. Have you in view for that purpose a local rate or a special Exchequer grant?—What we have contemplated mostly, I think, was a local rate.

2997. (*Sir Henry Roscoe.*) Of course the county councils have the power of calling a halfpenny rate in aid, have they not?—No, not for Secondary Education, but a penny rate for technical instruction. In Wales they have the power of rating themselves with a halfpenny rate.

2998. (*Mr. Yoxall.*) As a matter of preference, supposing it were possible, you would choose to directly aid the secondary schools from additional sources of income, leaving the present sources of income for secondary instruction untouched?—I do not think that I should say absolutely leaving the present sources of income untouched, because as a matter of fact a good deal of the present sources of income already goes voluntarily in aid of what, speaking generally, is Secondary Education.

2999. Leaving the present amount for technological instruction untouched?—Yes, I think so.

3000. With regard to close scholarships to public elementary schools. They are granted in your case, and I think in the majority of cases, by means of entrance competitions?—Yes.

3001. And those entrance competitions were confined, did you not say, to the obligatory subjects?—No, I did not say to the obligatory subjects. I said to the subjects of the Code.

3002. Standard general subjects?—As a rule candidates have to take all the obligatory subjects, and one, if not two, class subjects, of which a choice is given.

3003. Do you know that now one class subject is obligatory?—Yes.

3004. Do you find that plan to work well?—Yes, it has worked well in Somerset.

3005. Do you think that is a really sufficient test to enable the examiners to decide upon the promise of boys in elementary schools?—We have at the present time 62 of these scholars. Perhaps one may say that we have 40 of whose ability the masters of the secondary schools have now been able to form a fairly good opinion, and I do not think we have had a single case where a boy has been reported as being unsatisfactory. I do not say that we have selected the best boys, but there is no doubt that we have selected good boys.

3006. Do you know a case where scholarships are awarded on the recommendation of the manager or the teachers?—No. There are very few cases, if any, of that kind; excluding London, not more than one or two.

3007. The aided schools are open to inspection by an officer of the county council, I understand?—Yes.

3008. Does that inspection include examination as understood by the Education Department in any form whatever?—I should say that it distinctly included oral examination, if it were thought necessary.

3009. But not paper examination or individual examination?—I think in some cases if the result of the inspection were not generally satisfactory, the county council might require an examination, and if the examination were objected to, they would draw their own conclusions from that.

3010. But, as a rule, do they require individual examination?—Not as a rule.

3011. (*Mrs. Bryant.*) I presume, however, that in the case of most of the schools to which grants are made, they already subject themselves to some public examination?—In Somerset, with one exception, they are under schemes from the Charity Commissioners, and therefore they have to be examined in the manner provided for in the schemes.

3012. Therefore, the county councils have that guarantee?—Yes, if it is a guarantee.

3013. (*Mr. Sadler.*) We sometimes hear the educational powers of the county councils criticised on the ground that the members are not elected for educational purposes. May I ask whether in your experience the operations of the county councils in recent years have accustomed the great mass of the people in the counties to regard county councils as, among other things, educational authorities?—Yes, I think that is unquestionably the case; but I think one may also point out that it is not altogether correct to say that the present educational committees were not

appointed for educational purposes. It is quite true that they were not popularly elected specifically for educational purposes as a school board is elected, but on the other hand, there has been an election for county councils generally since the Technical Instruction Act and technical education committees were in operation, and in many cases of contested elections for county councils educational questions were raised.

3014. I wanted to ask whether you thought that during the last few years educational functions have come to be popularly regarded as part of the natural duty of the county councils?—Unquestionably in administrative counties. There is no doubt of that.

3015. And is it your opinion that the work which has been accomplished, or which is now in course of accomplishment by county councils, makes it undesirable and wasteful to supersede them by an authority of another kind?—Do you mean with regard to whether it would be throwing away a great deal of experience, and so on?

3016. Yes?—I think so, unquestionably, because most of the education committees now have been in existence with practically the same individuals as members for nearly four years. Therefore it follows that in the course of those four years, having been in active operation, they have got a great deal of experience, and, moreover, they are intimately acquainted with the educational needs, and the existing facilities in the counties.

3017. In answer to a previous question you referred to the co-operation of certain county councils in educational work. Are you aware that several county councils are now co-operating in the work of the University Extension College at Reading?—Yes, I am aware of that. It had escaped my mind.

3018. The counties of Oxfordshire, Berkshire, Hampshire, and Wiltshire, are co-operating with regard to the form of making the grants?—Yes, I believe so. I am not quite sure about Wiltshire.

3019. And it is possible to focus the efforts of teachers who may previously have been itinerant in the form of such a college?—That has been done in two cases: in the case of the Wye College, and in the case of the Reading College.

3020 And from such an institution itinerant teaching might still continue to proceed?—Yes. Of course that is not quite the same, but it is very nearly the same as the sending out of itinerant teachers by the older colleges, such as the Bangor College, the Yorkshire College, Owens College, and others.

3021. It might be an economical arrangement for teachers to go out from these institutions to take classes in the neighbouring towns?—Yes, it would be an economical arrangement.

3022. You said you had observed a rise in educational interest in Somersetshire since the county council began its work. May I ask whether you can trace that rise in educational interest to the travelling teachers?—Yes, in part. One of the most interesting features latterly has been the increased interest of the agriculturists. That arises in two ways: partly from the fact that they have got the idea, by reason of certain divisions in the county council, that the money is permanently appropriated for educational purposes, and that they cannot get it for the rates. That is one reason. They recognise that they cannot get it for the rates, and therefore they are endeavouring to get some part of it for agricultural education. Then we have been able latterly to secure some very able lecturers, and their lectures on subjects relating to agriculture have aroused the interest of agriculturists.

3023. In short you find your travelling teachers educational missionaries?—Yes, I think that is a fair description of them.

3024. Have they come from the universities?—They have come from the University of Oxford.

3025. Besides such preparatory and pioneer work that you spoke of in your earlier answers, might I ask whether you think that travelling teachers, giving instruction in special subjects, might form a permanent or occasional part in an organised scheme of Secondary Education?—I think that whether they form a permanent or an occasional part would depend very much upon the county. I can imagine some counties where part of the work would always have to be done in that way, but in other counties, where railway communication is good, and the population is concentrated, the itinerant part would, in time, become very small. We cannot lay down any general law.

3026. The result of your five years' experience of employing travelling teachers has been to show in which localities they are likely to be useful and in which not. Is not that so?—Yes, I think so.

3027. Would you regard it as an incidental advantage of the system of travelling teachers that it enlists residents in different parts as honorary local organisers of educational work?—I think there are advantages arising out of that, certainly.

3028. You thus draw recruits for your educational work through the necessity of local organisation?—Yes; that arises also where you have evening schools, and things of that kind; but the more you can get local people interested in any way the better, certainly.

3029. (*Mrs. Bryant.*) I should like to ask one or two questions about the awarding of scholarships. Are there two sets of scholarships, senior and junior?—In some cases there are as many as four distinct sets of scholarships. Somerset is one case, but there are other cases. For example, there are scholarships which take the best children from the elementary school to a secondary school. There are scholarships which allow the best of those to remain for a longer period at the secondary school. Then there are again scholarships which take them from the secondary school to the higher places of education which I have specified before; and then there are certain special scholarships, which I should call technical scholarships, which are given for proficiency in certain subjects, and which are intended to encourage special studies.

3030. Is that the scheme which is generally adopted?—That is the general scheme except that the intermediate scholarship to which I have referred is not so general as the rest.

3031. So that in some counties there are only the scholarships which take the pupils from the elementary schools and the higher scholarships?—That is so.

3032. And these junior scholarships are awarded only to scholars from the elementary schools?—That is the general rule. It is adopted of course with the view to secure that they should belong to the poorer classes of the population.

3033. And in the case of Somerset do I understand that the intermediate scholarships are only open to those who already hold the junior scholarships?—That is so. The intermediate scholarships are only open to those who already hold the junior scholarships. They take the place of course of continuing the junior scholarship for another year.

3034. But that is not the case everywhere?—No. There is a little break between the lower and higher grades of scholarships, but it varies in different counties.

3035. I should like to know also as to how the award of scholarships is made to boys and girls respectively. Do you allot a certain number of scholarships to boys, and a certain number of scholarships to girls. Take Somerset?—If I took Somerset I should have to say that there are no scholarships awarded to girls at all. The practice as to the awarding of scholarships as between boys and girls is conditioned so far as I am aware by the absence or otherwise of good secondary girls' schools. In Somerset and in some other counties it has not been found possible to institute a system of scholarships for girls owing to the general absence of good

secondary girls' schools. But in those counties where there are such schools the scholarships are either open equally to boys and girls, or they are allotted in some proportion.

3036. Have you adopted any scheme of awarding domestic economy scholarships to girls?—No, we have not exactly done that. What we have endeavoured to do in the case of girls is to arrange for a system of local classes in domestic subjects, cookery, laundry work, and so on. Last year, for example, there were 3,500 who took a course of cookery instruction in the county; about 1,900 took dressmaking; 1,600 nursing; and some 300 or 400 laundry work. Those were the sums of the average attendances at the different classes.

3037. You have developed that side rather specially in Somerset I believe. Is it not so?—I think so, because we happen to have rather a large proportion of female population in Somerset.

3038. There is one other question I should like to ask of rather a statistical character. Could you state generally what division of the sum spent is made between the award of scholarships and the grants to secondary schools?—According to our present scheme, leaving out building grants which have amounted to about 5,500*l.*, the grants to secondary schools, which apply equally to boys and girls' schools, will amount to about 1,500*l.* or 1,600*l.* per annum, and the scholarship scheme exclusive of girls will amount to about 1,800*l.* per annum.

3039. And have you any reason to think that these sums are as nearly equal to one another in other cases?—Do you mean with regard to the amount of money spent.

3040. I mean in the country generally?—Upon males and females?

3041. No. I refer to the ratio of the sums spent on the schools, and those spent on scholarships?—I do not think you can lay down any general rule as to that.

3042. (*Dean of Manchester.*) What determines the values of those scholarships?—Which particular grade do you mean? The junior scholarships?

3043. You spoke of the scholarships varying in value. What determines the value?—I do not know that one can say what determines the value of the scholarships as between one county and another. I think you might take it that the average value of these junior scholarships for children from elementary schools to secondary schools was about 12*l.*

3044. And you would say all through that they had regard to maintenance, would you not?—I think so, as a general principle. I should say that except in very few cases some part of the scholarship is available for food and clothing.

3045. All through from the lowest to the highest?—Yes.

3046. (*Mr. Llewellyn Smith.*) You stated as a reason for the absence of provision for scholarships for girls the absence of public secondary schools for girls in Somerset?—I beg your pardon. I did not confine it to Somerset. I said in several counties.

3047. Including Somerset?—Yes, including Somerset.

3048. Are there any good efficient proprietary secondary schools for girls in Somerset?—Not to my knowledge. There are two endowed schools which you might fairly call of a secondary type, and there are private schools, but I am not aware of any proprietary schools except the Friends' School at Sidcot.

3049. Within the county boroughs and accessible to the administrative county?—There is one at Bristol.

3050. Is there not a Girls' Public Day School Company's school at Bath?—Yes, and there is also an endowed school.

3051. Have you found yourself hampered in the making of a satisfactory scholarship scheme, by your supposed inability to make such scholarships

tenable at proprietary schools?—In some cases that would partially have met the difficulty, but there are many cases where it would not have mattered.

3052. It might have helped you a little in Somerset?—It might.

3053. But you do not make scholarships tenable at proprietary schools?—No.

INSPECTION OF SCHOOLS AIDED BY COUNTY COUNCILS.

3054. (*Sir Henry Roscoe.*) Now will you pass on to the question of inspection of secondary schools. What have you got to say with regard to the efficiency of that inspection?—Such schools as I have had personally to do with are under my own inspection.

3055. Is it the case with most of the counties that the secretary or director has the inspection under him?—I think as a general rule that is the case.

3056. What have you got to say then as to the results of your inspection of the secondary schools in your county?—Do you mean the result as finding out the deficiencies, or as raising the quality?

3057. As to the condition of Secondary Education?—I think, that, generally speaking, where you have a school which is working under a new scheme of the Charity Commissioners, and where the headmaster is not too old to be useful, those schools are fairly good. They suffer from lack of funds, but so far as funds permit they are fairly good.

3058. You have schools of both kinds—both old and new?—We have in Somerset fortunately very few of the old ones.

3059. And how many of the new ones?—There are seven working under new schemes. There is one with a scheme at present in process of formation, and there are two that have not been touched, because they have no endowment.

3060. So far as you are concerned, are you satisfied with that system of inspection now in vogue as an efficient one?—I think so.

3061. The object being, I presume, to see that the secondary schools, so far as relates to the portion of the studies that is under the county council, are efficient?—Yes, that is the object.

3062. You do not inspect or consider the question of Latin or languages other than the modern, I presume?—No, not specially. I may say that one or two headmasters have asked that the inspection might include everything.

3063. (*Dean of Manchester.*) It is merely inspection; no examination I suppose?—One might examine orally, and take the class or get the teacher to take the class.

3064. (*Sir Henry Roscoe.*) But there is no paper examination?—No.

3065. It is oral examination only?—Yes, oral examination only.

3066. And you report to your committee on the result of that inspection?—Yes. We report in my county to a sub-committee which has charge of scholarships.

3067. And, according to the result of that report, the grant would probably be made, the object being, I suppose, to ascertain whether the schools are efficient, and if they are not efficient, to withdraw or minimise the grant if they thought fit?—Yes, that is the object.

3068. (*Dean of Manchester.*) And have you often minimised the grant?—We have not had any cases yet. Of course we have been rather inclined to give the schools time, and not to hurry them, but to require that within a reasonable time they shall make such modifications as may be necessary.

3069. (*Mr. Hobhouse.*) Have all these schools examinations?—All the schools under the Charity Commissioners are bound to have an examination.

3070. And as a rule, I suppose, the report of the examiner would be sent to your county committee?—Yes, I think so as a rule.

3071. (*Mr. Yoxall.*) The examination under the scheme of the Charity Commission is not an examination necessarily by an outside body; it may be an examination by the teacher himself. Is not that so?—No. Under the scheme the governors are obliged to appoint an examiner who is an outside person altogether.

3072. But no part of the grant made by the county councils depends proportionately upon the individual results of examination?—No. I think, as a rule, they either take the form of an annual grant of a definite amount, or capitation grants.

3073. (*Mr. Llewellyn Smith.*) You said in answer to a question, that in two cases, head masters had applied for an extension of inspection to other than technical subjects. Was that granted?—I think it will.

3074. Then the county council will inspect other subjects?—Exactly what is examined depends rather upon the individual inspector.

3075. Can you tell me the grounds upon which the extension was desired?—I think it was to promote general efficiency.

3076. Is there a feeling at all that, by subjecting a certain part of the school curriculum to an authority which has nothing to do with the rest, it may tend to deficiency in the other departments. Is that the ground?—No, I think the ground was that the headmasters wished to have the opinion of the inspector on the whole work.

3077. Is it your own opinion that there is a danger, if a part of the work only is strictly inspected, and the rest is left to shift for itself?—No, I do not think there would be any great danger.

3078. (*Dean of Manchester.*) Would it be really to get some general imprimatur as to the school?—I think, in the two particular cases, the head master were enthusiastic, and were anxious to have any suggestions that they could get. I think there was no other motive than that.

3079. You do not think it would have any mischievous tendency, at any rate on their part, to desire such an imprimatur?—No.

3080. (*Mr. Sadler.*) Are any of the secondary schools in Somersetshire inspected and examined by the universities?—A good many of them send in their boys for the junior Cambridge local, but that is as far as the inspecting and examining by the universities goes.

3081. Do the county council accept the results of such examinations?—We do not recognise them specially in any way.

SCIENCE AND ART DEPARTMENT: SYSTEM OF EXAMINATION AND GRANTS.

3082. (*Sir Henry Roscoe.*) Will you tell us what is your experience with regard to the science and art examinations, with regard to inspection, and with regard to payment on results; what effect those examinations have, in your own special county; and generally, if you can give it, what is the effect of those examinations throughout the country in secondary schools, and on your county council work generally?—I ought to say, as regards Somerset, in the first place, that the instruction or recommendation given to the schools that are connected with the county committee, with regard to science and art examinations, is that they may if they choose send in their pupils to the science and art examinations, but it is not insisted upon, and they are recommended not to do it if it interferes with the general school curriculum, or with their freedom in teaching.

3083. Are there any organised science schools in your district?—No, not in the administrative county.

3084. You are aware that a number of such schools do exist, and that in these a regular curriculum is provided for scientific instruction?—Yes, I am well acquainted with that. As you know, I am well acquainted with the work of the Science and Art Department generally.

3085. The remark you have made would not apply, I presume, to schools of that character?—No, it simply applies to our own Somersetshire schools, which are not of that character.

3086. Do you find that the schools in your district do, or do not, take up the Science and Art examinations?—They take them up, I think, as regards drawing to some extent, and as regards chemistry and mathematics.

3087. But I presume that the county council push the subject of drawing on their own account?—Yes, we inspect the drawing, of course, I think the general effect of the payment by results on the Science and Art examinations, where it is adopted at all largely, and is made a prominent feature of the school work, is not on the whole good.

3088. You object to payment on results as the only mode of judging of the grant?—Certainly, because it leads to success in examination being looked upon, not only by the master, but also by the pupil, as the end and aim of the whole thing.

3089. What would you propose as a practical thing in lieu of the payment on individual results?—I believe that a great deal of benefit will result from the recently adopted system of closer inspection by the Science and Art Department. They have appointed a staff of inspectors, most of them experienced in teaching, and, moreover, men of considerable scientific ability as a rule, and one expects very valuable results from them, if they further make their payment on the results of inspection, in the form of of a capitation grant, or some method of that kind.

3090. You would prefer that system?—I should prefer that system to the system of a payment simply on examination results. But I see no great objection to a combination of the two systems, if the primary importance of the examination can be, as it were, softened, and not made the one thing to which the teachers and the pupils look forward.

3091. You would not object, perhaps, to the higher portion of the examinations remaining as they are now, as grants on individual results, while the more elementary portions of the examinations would, according to your view, perhaps, be paid for on inspection?—I think it does much less harm in the higher stages, but I think that there also ought to be inspection. I was an assistant examiner to the Department in chemistry for several years, and I am quite clear that inspection should supplement examination, even in the advanced stages.

3092. (*Mr. Yoxall.*) Do you consider that in Somerset and in other counties with which you are acquainted the withdrawal of the Science and Art Department grant for second-class passes in elementary science has been met by the supply of corresponding grants, or grants similar in amount, by the county council?—In Somerset not to any great extent, for the reason that, before the technical instruction committee came into operation, there were practically no classes in science, at any rate, in the county. There were certain classes in art, but not in science properly so called. In some other counties I am aware that grants have been made of the nature of capitation grants, in order to meet the withdrawal of the other grants. Another point that, in the opinion of certain organisers, was found to be injurious, was the withdrawal not so much of the second stage grant but the second stage certificate. They said that the failure to obtain a certificate discouraged a large number of pupils, especially pupils of the artisan class; but that has been met by the Department consenting to mark those pupils as "fair."

3093. But not to grant a certificate?—No, not to grant a certificate.

EVENING CONTINUATION SCHOOLS.

3094. (*Sir Henry Roscoe.*) Now we pass on to the question of the evening continuation schools. These schools, of course, can be aided by the county councils?—They can, providing their pupils are not receiving instruction in reading, writing, and arithmetic.

3095. Do you consider that such aid is necessary in order to assist to develop these evening continuation schools?—In rural districts I am perfectly sure that such aid is absolutely necessary under the present conditions.

3096. They cannot get the money from other sources?—They cannot get the money from local sources, because there is so little interest in education of that kind, and in some cases there is so much direct opposition in the villages; and, further, because that the existing grants of the Education Department are too small to support the schools.

3097. What amount of aid do you give in your county to the evening continuation schools?—In Somerset, and in many other counties, practically the county committee guarantees the school financially. They undertake to make up the salary of the teacher to a certain amount, and to be responsible for the local expenses, providing, of course, that all the subjects taught come within the Technical Instruction Act.

3098. And what amount did that come to?—The amount of money spent in that way in Somersetshire in the past winter will be, I should say, about 1,200*l.*

3099. Can you give us any idea of the number of such schools in your county, and the total number of pupils?—We have 115 schools, and the average attendance of pupils will be at least 10, and in some cases more.

3100. Now you wish to tell us something about the difficulties which arise out of a particular section of the Technical Instruction Act of 1889. Will you explain what you mean?—That is a sub-section of the Act which says that you may not aid the instruction of any pupil who is receiving instruction in reading, writing, and arithmetic—the standard or obligatory subjects of the Code—in any public elementary school, and that has been interpreted to mean also an evening continuation school. The fact that that disability applies to individual pupils, means that a pupil receiving instruction in arithmetic in an evening continuation school, is thereby debarred from any aid whatever from the county council.

3101. If he takes up the one subject?—If he is receiving instruction in any one of those obligatory subjects. The difficulty is chiefly felt with regard to arithmetic, which is a necessary subject in almost all these schools. The difficulty can be got round in the other cases, and I am myself of opinion that it would not be wise to relax that restriction as regards any other subject.

3102. Can you tell us anything with regard to other counties?—There is a difference of opinion as to how far it would be advisable to relax that rule or alter that sub-section of the Act.

3103. I understand that from your point of view you would not do so?—No, I think it is desirable to maintain a distinction between the very elementary work and the technical work.

3104. Have you any remarks to make with regard to difficulties in respect of teachers and teaching?—The difficulty arises, of course, partly from the fact that, as a rule you have to employ the teacher of the day school, who is already a somewhat heavily worked teacher, especially if he has pupil teachers; and then, of course, the difficulty is really in finding teachers who have sufficient acquaintance with subjects outside the ordinary day school subjects, in natural science, manual instruction, and subjects of that class, and that can only be met with in rural districts by co-operation. SUPPLY OF TEACHERS.

3105. How do you meet with it in your districts, which are many of them rural?—In Somerset we have been fortunate as a rule in finding teachers, but in some parts of Somerset the arrangement has been, that a special teacher was engaged simply to take charge of the night schools, in the district—a teacher distinct from the day schools, and engaged by a district education committee simply to take charge of a certain number of schools. It is not found possible to get co-operation between different bodies of school managers, or small school boards. The only way of getting that kind of co-operative teaching done is by having some central educational authority to take it in hand.

3106. Have you done anything with regard to the questio of teaching teachers. Have you had any special classes?—We have had a large number of special classes.

3107. By what class of teachers are those attended?—Chiefly by elementary teachers. In Somerset, the greater part of the work has been in instruction in drawing, and that I believe is true of many other counties ; Somerset and Devonshire in conjunction have had special summer meetings for the instruction of teachers. Of course there have been for some time special summer courses of instruction both at Oxford and Cambridge, and some teachers were sent from Devonshire and Somerset to one or other of those universities.

3108. Has that proved in your opinion efficient or sufficient?—It did not prove sufficient as regards sending the teachers to the Oxford and Cambridge summer meetings. Speaking of Devon and Somerset the instruction they got was not such as to make them more efficient for the evening continuation school work.

3109. Have you done anything yourself?—The two counties have combined and have organised a summer meeting of their own, which was held last year at Torquay.

3110. (*Mr. Cockburn.*) How many weeks did that extend over?—Three. Each student is required to take two subjects, and that means that he gets from 35 to 40 hours' instruction in each subject.

3111. (*Sir Henry Roscoe.*) But is it not the fact that such instruction can only be supplementary to a more extended and serious amount of education?—Of course the general rule is to send to these meetings only teachers who already know something of the particular subject. For example, take the case of drawing, where the instruction in the proper method of teaching was found to be of the greatest advantage to the teachers ; and the teaching they were able to get in wood-carving afterwards resulted in a large amount of very good work being done in the evening schools.

3112. (*Mr. Cockburn.*) But, as Sir Henry Roscoe has said, it can only be expected to be of a very supplementary character?—That depends very much on the subjects, and how the after work is arranged. Of course, as regards science, it is of a very elementary or supplementary character. As regards drawing, they had a certa n amount of executive ability, but we found that, although they were picked teachers, their knowledge of a proper method of teaching and of good methods of drawing generally was defective.

3113. (*Sir Henry Roscoe.*) Have you not found any further systematic mode of instructing your teachers except such summer courses?—No ; except the courses of instruction in drawing which are held at some 25 centres all through the winter, and courses in science in two or three towns. They are the ordinary Science and Art Department courses.

3114. (*Mr. Yoxall.*) When you say that the teachers' knowledge of a proper method of teaching was unsatisfactory, do you mean their knowledge of a proper method of teaching drawing, or a proper method of teaching generally?—A proper method of teaching drawing.

3115. (*Mr. Hobhouse.*) With regard to these evening continuation schools generally, I think there has been a large increase in their number in the rural districts since the county council took them up?—There has been what I think one might fairly call an enormous increase.

3116. Can you give us the figures?—In Somerset three years ago there were about 15 schools, and now there are 115. I do not know how many there were three years ago in Devonshire, but there are now nearly 200.

3117. (*Mr. Cockburn.*) Can you give us the number of scholars?—I suppose if they got an average attendance of seven or eight in their schools they would be satisfied, but I have no facts with regard to the ante-technical education period.

3118. (*Sir Henry Roscoe.*) That seems very favourable with regard to quantity, but what is your opinion with regard to the quality of the instruction that is given?—It is of a very elementary character certainly,

but, as a rule, I believe it is doing considerable good. So far as regards our own county, that is also the opinion of Her Majesty's Inspectors.

3119. (*Mr. Hobhouse.*) Are not these evening continuation schools practically the only way of giving any education to the agricultural labourers in our country villages, and to other classes of workers?—I think you may say that practically that is the only way of giving instruction in the rural parishes.

3120. And is it not a fact that in those country villages considerable difficulty has arisen from their wanting to keep up their elementary knowledge, as well as to learn these technical subjects?—That is the great difficulty in all rural districts. The pupils have forgotten what they learnt at school, and are not able to profit by any special instruction.

3121. And therefore it is necessary to provide some means of giving them this elementary instruction at the same time as you are giving them teaching in more attractive subjects?—It is quite necessary.

3122. And under the present system of grants from the Education Department, coupled with the difficulties of law, the two classes of subjects can hardly be combined in an evening school?—No, not with any satisfactory results; that is to say, the reading and writing cannot be combined with instruction in technical subjects, such as wood carving, and so on.

3123. And if the technical subjects were only assisted by the funds of the Education Department, probably a good many of these schools could not be carried on?—In the majority of cases the grants from the Education Department are quite insufficient. Under the existing regulations the schools could not exist without the grant.

3124. The county councils, on the other hand, cannot give the elementary instruction which you ask for in these country schools?—It is not only that they cannot give the instruction in reading and writing, but the receipt of the instruction from any other source disqualifies the pupil from getting any instruction in technical subjects.

3125. (*Mr. Llewellyn Smith.*) From any other source?—Technical instruction from the county committee.

3126. (*Mr. Hobhouse.*) What would you suggest as the best method of meeting that difficulty?—Various methods are adopted in various districts. Great difficulty, as I said before, is in the case of arithmetic. The only method is to provide for instruction in arithmetic in some other way.

3127. Then with regard to the co-operation between these small schools, you spoke of co-operation being, as a rule, impossible, except under a central educational authority. I suppose you meant a county or district authority?—Yes; I thought I said county.

3128. No, you said central. One of the advantages that the county councils have in these matters in rural counties is to be able to secure co-operation between different villages in carrying on these evening schools?—Yes. That has proved, in practice, to be a very great advantage.

3129. Engaging peripatetic teachers?—Engaging peripatetic teachers, and work of a similar kind.

3130. With regard to the instruction of teachers, are you not aware that in some counties, such as Surrey for example, there have been a great number of classes held for the purpose of qualifying teachers for some of the evening schools?—Yes, in all those cases where there are centres. What I said referred to rural counties.

3131. In the rural counties the difficulty is in getting these teachers together, except in their summer holidays?—Yes, the difficulty of communication is too great.

3132. (*Mr. Llewellyn Smith.*) You are debarred, under the Technical Instruction Act, from giving any instruction to pupils who are receiving instruction in elementary subjects at an elementary school?—Yes.

3133. Do you consider that you are also debarred from giving aid to a school in which there are students in such subjects, provided your aid is given solely to the other students who are not receiving instruction in such subjects?—That is to say, that you can aid half a school and not aid the other half?

3134. Yes, that is my question?—That is possible, but in practice it meets with great difficulties.

3135. In practice do you find it possible to carry it out?—It is very difficult to avoid confusion in the accounts, which have to be audited by the district auditor.

3136. You mean the auditor would have to be satisfied that no part of the grant was being used for the benefit of the prohibited class of scholars?—Many district auditors would. They vary somewhat in their stringency, but many of them would.

3137. Is it beyond the resources of civilisation to meet that difficulty?—I should hesitate to put a limit to the resources of civilisation.

3138. Have you found the provisions of the new Evening Continuation School Code a material help in your work?—In some ways. For example, relaxing the obligation to take elementary subjects has been of great help, but otherwise that Code has been disappointing. The grants have been insufficient for the purpose for which they were intended.

3139. Is the scale of grants the disappointing part of the Code?—Yes.

3140. Or do you mean the arrangement of syllabuses is disappointing?—The syllabuses you may let alone or not just as you please, but the great difficulty has been really that the funds provided by the Education Committee are altogether too small to do anything with.

3141. (*Dean of Manchester.*) With regard to the question put by Mr. Hobhouse, I suppose the difficulties have arisen chiefly in the agricultural counties?—Yes, where communication is difficult, and the population is scattered.

3142. I suppose it is within your cognisance that in more thickly peopled districts such arrangements as you were mentioning just now are made, and it is not the head teacher who conducts this education, but persons qualified and appointed *ad hoc*?—Yes, I am quite aware of that. That can be done in large towns.

3143. I wanted to ask you if you have any experience of that?—Well, it is within my knowledge.

3144. (*Lady Frederick Cavendish.*) Did I understand that a very large number of children from the elementary schools who come to the evening continuation schools in rural districts have forgotten the three R.'s altogether?—Not so much the people who come to the evening continuation schools as the people who come to the other classes, and have so far forgotten their elementary knowledge that we found the foundation of evening continuation schools absolutely necessary in order to prevent that forgetfulness.

3145. (*Mr. Cockburn.*) Do you know what is the standard of exemption in your county?—In some parts five, and I should think in the bulk of the county four.

3146. Then the difficulty you referred to in conducting evening classes (which I quite appreciate) would be all removed if you had school boards?—Why?

3147. I ask you. Is not that so?—I do not think so.

3148. All the difficulties I understood were financial ones, and I quite understand that they are serious. Voluntary managers trying to carry on an evening class out of their own resources have, of course, to depend upon South Kensington grants and the Education Department grants, and they have no other means of carrying on; but if they had a school board it would be different?—Do you mean that the school board could apply

part of the rates? I can only say that we have found in Somerset, at any rate, in the comparatively few districts where there are school boards, that we have not had any material help.

3149. Do you know of any cases in Yorkshire where this work is carried on by anybody but the school boards?—Do you mean night schools?

3150. Yes?—I am not acquainted with the evening continuation schools in Yorkshire at the present time.

3151. Then perhaps you cannot answer the question I put?—Only in the way that I did; that we have a certain number of school boards, and we have not found any special assistance there. There has been no advantage.

3152. That might arise from the disinclination of the school board, and not from any legal disability?—Possibly.

3153. (*Mr. Hobhouse.*) As a rule, is it not a fact that there is a considerable disinclination to impose new rates even by school boards in the agricultural districts?—Yes, there is a very considerable disinclination.

3154. (*Dean of Manchester.*) Do you not find that school boards in agricultural districts are perhaps the last to impose new rates?—Certainly.

3155. And, pursuing that subject, are they not sometimes even opposed to the progress of education?—We have one case in which a rural school board refused the use of a schoolroom for an evening continuation school on the ground that there was too much education already.

3156. I suppose your experience is that rural school boards differ widely from town school boards?—Yes.

3157. (*Mr. Sadler.*) With regard to the summer courses, may I ask whether you now give your teachers the choice of attending either the Oxford or Cambridge meetings or your own?—The studentship is given at our own meeting.

3158. Do you confine your aid to your own meeting?—Yes.

3159. Would you regard it as an advantage at such a summer gathering that the teachers in elementary schools should meet with teachers of other grades and compare their educational experiences?—I can conceive that it would be an advantage if you could guarantee that the mere local association or the mere simultaneous presence of them at the same place meant association of that kind.

3160. You are aware that it has meant so in several cases, are you not?—I am told that it has not meant that to so great an extent as one would have expected.

3161. At the summer meeting which was arranged by your own county council was there opportunity of such intercourse?—Our studentships are open to teachers of all grades.

3162. Are they actually availed of by teachers of all grades?—In both years at least one secondary school teacher has been appointed.

3163. (*Mr. Yoxall.*) May I ask of what status are the teachers who are employed to lecture to these teachers at your summer meetings?—That varies very much according to the subject. In the case of drawing, the instruction was under the care of the headmaster of the Torquay School of Art, which I believe is one of the best schools of art in the kingdom; the instruction in other subjects was in the hands of the staff teacher of the Devonshire County Council the instruction in science being in the hands of two people, one of whom was a Cambridge man who took his degree in natural science with honours, and the other a Royal College of Science man who took a double associateship. We spare no expense to get the best kind of teachers we can secure.

3164. Did the County Technical Education Committee, in changing the venue of the summer meeting, take into consideration the indirect, subtle, but nevertheless certain, advantages of a temporary residence in a place like

Oxford or Cambridge?—We made inquiries as to how far that was a real advantage that the teachers felt and recognised, and we found that it was neither felt nor recognised by the teachers to any great extent.

3165. How did you find that out?—By inquiry from the teachers who had been there.

3166. I suppose you are aware that that is scarcely in line with the general experience?—That may be.

3167. You referred some time ago to the inadequacy of the Education Department grant to maintain an evening continuation school in a village?—Yes.

3168. I suppose you would agree that the Education Department system of assessing the grant is quite as much to blame as the inadequacy of the grant; that is to say a fixed grant and a variable grant depending upon the number of subjects and the number of hours, and depending upon a minimum of 12 hours?—I think such difficulty as arose from that has been to a considerable extent removed in the later Code. It is not so much the way of assessing the grant as the very small amount of the grant; 2½*d.* per pupil per hour is he maximum you can obtain.

3169. But the later Code is not yet law?—No, that is true; it is not actually yet law. I do not think that will make any material difference in the general conclusion. It is the amount of the grant that is really the difficulty.

3170. Would you prefer that the Education Department grant to evening continuation schools should be a capitation grant upon an average attendance?—Not entirely. I think there are certain advantages in making a grant vary according to the efficiency of the schools, provided there is a sufficient grant to keep the school alive.

ESTABLISHMENT OF NEW SECONDARY SCHOOLS.

3171. (*Sir Henry Roscoe.*) Now we come to the important question of the establishment of new secondary schools. Have you in your district either established any already, or have you any prospect of establishing any?—So far as I am aware there are no cases of that kind in Somersetshire, that is to say, we have not proposed to establish any more schools.

3172. Can you speak with regard to other counties?—In Surrey, certain new schools are in process of establishment, and in Derbyshire, to my knowledge, there are certain new schools in process of establishment, but there they are either in connexion with some endowment or in connexion with some existing school board.

3173. Does your experience enable you to give us any opinion as to the character of the schools which are required?—My own opinion is that two classes of schools are required in order to meet the general want for higher education; a school something of the type of what are now known as higher grade board schools, with certain modifications, which will act as continuation schools to elementary schools after the model of the French schools which are intended to satisfy that want. They recognise that they are organised for a purpose; they are intended to carry on the education of the bulk of the scholars from the elementary schools for two or three years more, but in most cases two.

3174. What would be the second class of schools?—The second class of schools would be secondary schools of the ordinary type educating boys up to 17, probably with a provision for what is called a first grade top.

3175. Is it your opinion that schools should be established by the county councils where they are wanted?—Yes. I believe those two types of schools would meet most of the needs, given of course that there was existing a sufficient supply of higher grade instruction, that is the instruction carrying a boy directly to the university.

3176. How would you ascertain whether such new secondary schools should or should not be supplied in a district?—I believe such information is already in existence, and in the hands of the various technical instruction committees.

3177. And you think they know sufficiently well where the shoe pinches, do you?—I think so unquestionably. I am aware that in most counties the technical instruction committees or their organising officers have constructed maps showing the exact distribution of secondary schools.

3178. Maps may show the area, but they do not show the population?—In some cases maps were constructed to show both.

3179. Can you tell us what number of schools in your opinion, or in the opinion of your colleagues, should be established?—We have not gone so far as to form an opinion with regard to the exact number. There are certain districts in my own county where secondary schools are tolerably thickly placed, but there are two wide tracts in the county where there are no secondary schools at all.

3180. Are you able to give us any opinion as to the number of such schools as should exist proportionately to the population in urban districts on the one hand and rural districts on the other?—I should not like to express any definite opinion upon that.

3181. I want to know how your colleagues have come to the conclusion with respect to the necessity for the establishment of such schools. You say they have made maps, and also taken into consideration the population?—Yes.

3182. If they mark a town in a particular district where they would like to see a secondary school established, I want to know upon what ground?—The general ground would be that there are many districts where there are no secondary schools within 7 or 8 miles, that is to say, if you assume for example that a secondary school touches a radius of 4 or 5 miles, there are large tracts of country which are outside.

3183. Has such a map been made to your knowledge of the whole of the country?—Not to my knowledge of the whole of the country, but I think of 10 or a dozen counties.

3184. There are several, are there?—Yes, there are several.

3185. Will you furnish the Commission with a map of that kind?—Yes, so far as regards my own county of course.

3186. Could you get us the others as well?—I will endeavour to do so if the Commission wish it. Some maps have already been sent in. I saw two at any rate.

3187. Now what have you to say with regard to the difficulties that may arise at present from the want of power to aid other than technical subjects?—That is the difficulty I have already referred to. Unless you are going to make a technical school or an organised science school, you must have some endowment or some public body from which you can draw the funds for your instruction in English, Latin, History, and so on. WANT OF POWERS.

3188. Then you have also referred to another question, namely, the difficulties which arise from want of power to make permanent appropriation of moneys received under the Local Taxation Act of 1890?—That is a great difficulty.

3189. You have already stated that?—Yes.

3190. Do you wish to make any further remark upon that point, which is an important one?—No. I think I pointed out that the difficulty arises in two ways; first, the uncertainty as to the continuance of the grant as regards the Government, and secondly, the uncertainty as regards the action of the county council. The old county council goes out, and you have no guarantee that the new county council will continue the policy of the old one.

3191. That is a difficulty which applies to most of our legislation, is it not?—Yes. In this case it applies to the permanence of the fund. Its application to educational purposes is at present optional.

3192. (*Mr. Hobhouse.*) What you want in this matter is some such power as already exists in Wales for permanently appropriating to schools,

by scheme, a certain fixed income?—That of course is necessary, but I should think the power required is even wider than that. You want a guarantee of the continuance of the grant for both purposes. You want a guarantee as regards the Government, and you want a guarantee as regards the county council.

3193. (*Mr. Llewellyn Smith.*) When you say there are large parts of the county without secondary schools, do you mean public secondary schools?—No, I mean secondary schools altogether.

3194. You include private schools?—Yes.

3195. Have you any information as to the existence or non-existence of private schools?—I think I may say that one has information of the existence of those private schools which are of sufficient importance to be called secondary.

3196. Can you tell us how far they are an important part of the provision of Secondary Education in Somersetshire at the present time?—In one district the whole of the provision for Secondary Education is of that character.

3197. Now with regard to the subject of fees and probable cost. Can you give us an idea of the probable cost, per head, of secondary instruction, such as you would wish to see established by your county committee?—Our experience with regard to the existing secondary schools is that the cost per head, exclusive of rent or any payment in the nature of rent, is certainly not less than 10*l.*, and might with advantage be higher. That is in schools of the grammar school type, where boys are educated up to the age of 17.

3198. That would include provision for practical science teaching, would it not?—Yes, that would include provision for practical science teaching. Say 10*l.* or 12*l.* up to 100, and then it would begin to decrease.

3199. And what is your idea of the amount of fee which you might charge without excluding a large number of those for whom education ought to be supplied?—I should say about 4*l.* a year.

3200. Does that apply to Somerset, or to the whole of the country?—I should say to the whole of the country. It certainly applies to Somerset.

3201. Then the balance of 8*l.* per head would have to be found?—Yes, for that class of school certainly. For the other class it would be less expensive. I should think it would be about 2*l.* a head less.

3202. What do you mean by the other class?—Day continuation schools and schools of the higher grade board school type.

3203. (*Mr. Sadler.*) Am I right in understanding that no organised and systematic inquiry has been made into the present character of private schools in Somersetshire?—That depends upon what you mean by "organised and systematic."

3204. Anything that might be depended upon as thorough and complete?—We have taken all the means in our power to ascertain where these schools are, and whether they may be described as secondary or preparatory.

3205. Have you visited them?—No.

3206. Have you asked permission to visit them?—No.

3207. Then the inside of these private schools in Somersetshire is a *terra ignota* to the county council?—Except so far as general knowledge is concerned.

3208. Would that statement be applicable to other counties as well as Somerset?—Yes.

3209. You are speaking for other counties as well?—Yes, that is so, except that in a few exceptional cases it is not true.

3210. Could you mention in which cases?—No, I do not think I am able to mention which.

3211. (*Mr. Cockburn.*) You have spoken of two classes of secondary schools—one of the higher grade board school type, and the other secondary schools pure and simple. I suppose the higher grade board school you speak of would be under the school board?—Not necessarily. I simply referred to that as a well-known type.

3212. I understood you to say they were to be higher grade board schools?—No; I said of the higher grade board school type. Of course the higher primary schools of France would be a better example.

3213. Do you mean what we are accustomed to speak of as third grade schools?—Yes, that is what I mean, with a stronger development on the scientific and manual instruction side than is implied by the term "third grade school."

3214. Who would control them?—I am of opinion that the higher primary schools of which I spoke, being of the nature of day continuation schools to the primary schools should as far as concerns their local governing body, be under the same control as the primary schools wherever that is possible. They should be of the same general nature as the existing higher elementary schools, but with a somewhat more restricted curriculum, and there should be some regulations to prevent their encroaching unduly on the province of the secondary schools properly so-called. In county boroughs where there are school boards these higher primary schools would properly be under the control of the board. In administrative counties it would be necessary to give the county educational authority power to erect such schools, because in many rural counties there are large areas without school boards. I should not propose to restrict the existing powers of school boards or school managers in this direction, but the county (or county borough) educational authority ought not to be under any obligation to contribute towards any school to the erection of which it has not specifically given its approval.

3215. Can you tell me from whom they would be likely to draw scholars?—They would be likely to draw scholars from the better class of artisans, from the wage-earning class, and what are called the lower middle class—small shopkeepers and people of that kind.

3216. Which class of school are you speaking of now?—The higher primary school, as I should prefer to call it.

3217. And from whom would the other class of scholars be drawn?—The best of the elementary scholars, the boys who had got scholarships, and largely from the various strata of the middle classes.

3218. And what would be the fees in those respective schools?—I said 4*l.* to 5*l.* in the secondary schools.

3219. And in the higher primary schools?—In the higher primary schools I should think probably 2*l.* would be as much as you could expect to get.

3220. (*Mrs. Sidgwick.*) On what grounds do you think that education ought to be offered at less than cost price?—I am aware of very few cases indeed where education is self-supporting, except at fees that shut out a large number of people.

3221. What I want to know is how you arrive at the particular price at which you think it ought to be offered, which is very much below cost price. Why do you say that a certain class ought to pay 2*l.* and that another class ought to pay 4*l.* or 5*l.*?—I think that, on the whole, experience indicates that that is what they are willing to pay.

3222. Then it is simply a question of what they are willing to pay?—Yes.

3223. How do you estimate who ought to go to the schools?—That is determined by what the boys intend to do; and the character of the education offered at the two schools. The point is that the boys as they

leave the elementary schools now require something of the nature of the day continuation school.

3224. That is because they cannot go into their work at once?—Yes.

3225. Have you any estimate, in the first place, as to the number of boys, and in the second place, as to the number of girls, who ought to have a Secondary Education?—No. As I said before, I am not able to state any definite number except that it will vary enormously in different counties.

3226. You merely have a general idea that there are a number who ought to be prepared for their work in life later, but who will not be prepared unless they are given two-thirds of the cost of their education in the middle school?—Yes. I have no doubt whatever about that. That is the kind of fee that is at present paid.

3227. You have not estimated the number of children who ought to receive that education?—No.

3228. But your conclusion must be based on some estimate of the number?—No, it is not altogether based upon that. I was not stating the number, but I stated the fee that should be charged.

3229. Are not the two things related?—I do not see that they are necessarily. That is the fee which is paid at the present time in schools of that type.

3230. What do you propose that these boys should do afterwards?—That is determined partly by their parents; that is to say, they get an education which ought to fit them for any career; they get what should be a good general education.

3231. Do you not think there is a danger of too many boys being prepared for clerkships for instance, instead of taking up some industrial employment?—It is not the boy who goes through these secondary schools who is diverted from some other pursuit and becomes a clerk. The boy who intends to become a clerk is the boy who has passed from the elementary school and who has received a smattering of Secondary Education not of a sufficiently technical character to fit him to carry on a technical pursuit.

3232. (*Mr. Cockburn.*) Have you figures to support that view?—There are no figures.

3233. Have you any experience?—Yes.

3234. Will you please state your experience?—That is the class of boy that one finds taking junior clerkships and not being efficient. If he had had manual training in the use of tools and instruction in the elementary principles of science, he would probably have taken to some industrial employment.

3235. Is it not the case that the artisans are supplied from elementary schools?—Certainly they are supplied from elementary schools.

3236. I understood you to say in answer to Mrs. Sidgwick that most of the clerks come from there?—No, I did not say most of the clerks. I understood Mrs. Sidgwick to ask whether there was not the danger in supplying this education that certain people who ought properly to be in industrial employment might take up clerkships and work of that kind.

3237. As a result of attending these higher primary and secondary schools I understood to be the question, and you said no, they were recruited not from those schools, but from elementary schools?—No. I said boys who had got simply a smattering of Secondary Education. What I mean is that you want some kind of industrial education, or something in the nature of manual training, on the top of the elementary school education.

3238. Is not that quite feasible now in all elementary schools?—No, not in all elementary schools.

3239. Is it not quite possible?—It is possible if funds can be found.

3240. (*Mrs. Sidgwick.*) Is the character of the schools required for girls the same as that which is required for boys?—I think you want, in the case of girls, some kind of school which will give them fuller instruction in what we may call domestic subjects. The day continuation schools for girls should be of that kind, and they should give a large amount of time to cookery, general household management, and the principles upon which it is based, as they are doing at present in Birmingham, for example.

3241. And do they also require schools, do you think, up to the age of 17?—I should be inclined to think that, so far as one can judge at present, a smaller number is required in the case of girls; but the supply so often creates the demand that I should say that it is too early to draw any conclusion.

3242. (*Chairman.*) Referring to the answer you gave to Mrs. Sidgwick, is it your view that the institution of a better provision for technical instruction in secondary schools might really have the effect of diverting into the higher and more skilled kinds of handicrafts, particularly artistic handicrafts, boys who go now rather to clerkly work?—I think that might probably be the result.

3243. So that, in that way, any evils that might arise from the danger that Mrs. Sidgwick mentioned might be counter-balanced?—Yes, they will tend to go into the higher branches of handicraft, with a view to becoming foremen and managers.

3244. Would you give us your view of the legislation you think needed to carry out the better re-arrangement of technical and Secondary Education?—I may say that the Secondary Education Bill which was lately before Parliament received the general support of, as far as I am aware, all organising secretaries and directors of technical instruction. The Bill was debated clause by clause, and paragraph by paragraph, by a very full meeting of our association, and the general result arrived at was that on the whole it supplied what was needed, but that there are certain modifications which are desirable. For example, it seemed undesirable to create two authorities. It seemed undesirable that you should have a Secondary Education committee and a technical education committee working separately.

3245. You mean on the county council?—Yes, on the county council.

3246. Would it not follow from your proposition that the local taxation grant should be made applicable to Secondary as well as technical education, and that then the need for the two committees would disappear?—It is our view that one committee should do the two kinds of work.

3247. I understand that your view is that the present limitations with regard to the application of the money should be removed?—Our view also is that only half of the fund at present available for technical education should be made available for secondary schools.

3248. Therefore you do not think that that limitation would make it necessary to keep up a separate committee?—No, not at all. There are other points on which there are some differences of opinion. One is that some provision might reasonably be made for the prevention of the setting up of an unnecessary number of schools.

3249. How would you prevent it?—I do not know, unless the county council, being a representative body with detailed local knowledge, is regarded as being sufficient check upon that.

3250. That is, assuming that the county council would be the educational authority?—Yes.

3251. And is it your view that the county council would be the educational authority, or its committee?—The committee. My own personal view is that there is a good deal to be gained by requiring that the committee shall contain a certain number of co-opted members.

3252. Some witnesses who have given us their views have said that proper Secondary Education district should be larger than a county,

AREA OF LOCAL AUTHORITY FOR SECONDARY EDUCATION.

and should consist of a group of counties. Are you favourable to that, or would you make the counties the districts?—In my own opinion an ordinary county is sufficiently large to be worked efficiently, but in the case of some very small counties power might be given to them to unite and form joint bodies.

3253. How would you deal with county boroughs lying within the area of a county. Would you constitute them separate educational authorities or work them into the county scheme?—I think it would depend upon the size of the county borough.

3254. Take the case of the larger ones?—In the case of the larger ones, no, certainly.

3255. What do you mean by larger?—Leeds and Bradford, for instance, which I happen to know.

3256. Exceeding 100,000 people, say?—Exceeding 150,000. That is only a very rough estimate. I think I should say exceeding 100,000.

3257. Those you would make distinct and independent Secondary Educational areas?—Yes, I think so.

3258. Would they have no relations except what may be called those of contract or treaty with the educational authority of the county within which they lay?—I do not think any other would be necessary. There would be power, I take it, for an administrative county, if it chose, to send certain pupils or its scholarship holders to schools inside that borough.

3259. Would there not be some danger of a multiplication of institutions?—I think the danger would be very small if your county borough were large.

3260. Then with regard to the smaller county boroughs, what do you say?—I think they might in some cases, at any rate, be included with very great advantage. In the case of Somerset and in the case of Devon, you find Bath in one instance and Exeter in the other, which are county boroughs, cause considerable difficulty, and it is difficult to get co-operation between those county boroughs and the counties.

3261. Because they are administering separate grants?—They are administering separate grants.

3262. How would you bring them in?—I imagine the only way to bring them in would be by the creation of a joint committee.

3263. (*Mr. Cockburn.*) They have separate rating powers at present?—Yes.

3264. Would you give the county council of Somerset authority to dispose of the grant which is payable to Bath or would you require it to negociate?—I do not think the county councils should have the absolute power to dispossess county boroughs in that way.

3265. And you would not transfer the rating power from the county council of Bath to the county council of Somerset?—You might for educational purposes, but that again, I think, should be a matter of agreement.

3266. Would you have any representative element other than that which arises from the county council being represented on the education committees. For instance, would you give school boards any representation?—In county boroughs certainly, but in administrative counties I am afraid it would be impracticable, because in some places there are not many school boards, and you would have a difficulty in picking out what board they should come from.

3267. (*Mr. Cockburn.*) In such towns as Batley and Dewsbury, would you exclude the school boards altogether?—I forget for the moment what the populations of Batley and Dewsbury are. They are not county boroughs, are they?

3268. No, but they are quite important towns?—I think probably if you gave the county committee, or whatever it might be, a power to co-opt,

or if you required that they should co-opt, a certain number of members, it would almost go without saying that school boards of that kind would be represented, without specifying them particularly.

3269. (*Mr. Sadler.*) Did I understand you to say that you thought the oversight of technical education and Secondary Education might be entrusted to one and the same county committee?—Yes.

3270. Are you aware that that experiment was tried in Wales, and that the work under the Technical Instruction and Education Acts proved so great as to make it impracticable?—That the work proved so great?

3271. I was asking whether you were aware of it?—No, I am not acquainted with such cases. I can only say that it would be difficult to imagine that the joint work in certain separate counties of Wales is anything like as great as it is at present in some English counties under the Technical Instruction Acts.

3272. (*Mr. Hobhouse.*) I believe in some cases the county education committee have co-opted persons interested in education?—Yes. I believe there are, as a matter of fact, 23 committees in existence with at least one member co-opted from outside the county council.

3273. (*Mr. Yoxall.*) Are they central committees?—Central county committees.

3274. (*Mr. Cockburn.*) At present that is optional, is it not?—Yes.

3275. Would you be willing to make that compulsory on them?—I see no great objection, providing the number of co-opted members is not too large.

3276. But would you agree to the permissive character being changed to a compulsory character?—I should see no great objection to it.

3277. (*Mr. Hobhouse.*) With regard to the actual government of schools I suppose you would not propose to put them under county committees, but under local governing bodies?—Certainly, I think the local governing bodies are necessary.

3278. (*Mr. Llewellyn Smith.*) Can you tell us what the constitution of the county committee in Somerset is?—At the present moment we have 15 members of the county council who are appointed by the county council; we have eight members who are co-opted; then we have a representative from any urban authority that raises a rate of not less than halfpenny in the pound for the purpose of Technical Instruction.

3279. Is the representative elected by the urban authority?—He is appointed by the urban authority.

3280. And the appointment is confirmed by the county council?—The appointment is confirmed by the county council committee itself.

3281. And is that satisfactory?—Yes, I think so.

3282. (*Mrs. Bryant.*) What sort of persons do you co-opt?—At one time we had one of Her Majesty's chief inspectors of schools, another inspector of schools, a diocesan inspector of schools, three ladies (we have three ladies at the present time) and two members who have had special experience in University extension and general educational work.

3283. So you co-opted on the principle of having educational experts?—Exactly.

CENTRAL AUTHORITY.

3284. (*Mr. Hobhouse.*) Do you wish to give us any further evidence as to central control in matters of education?—My own view is this. In the first place I may say that in working the Technical Instruction Acts the fact that the Science and Art Department was able to give quickly and authoritatively decisions on disputed points has been of great service. Of course I am not expressing approval of all those decisions, but simply the fact that there was an authority which without complicated legal processes would give you a decision upon which you could act has been of very great value.

3285. In fact you recognise, and you think the county council committees would generally recognise the advantages of some guidance?—Guidance as regards points of law. I doubt whether the county committees would consider there was any necessity for guidance of any other kind.

3286. (*Mr. Yoxall.*) And would the county committees be ready to accept that guidance to the degree you specify, or in a more serious degree, from the Science and Art Department?—Not if it involved Secondary Education as a whole.

3287. (*Mr. Cockburn.*) Do I understand that in your view the county councils would resent the appointment of any minister of education who would have any authority over them?—Yes, I am inclined to think they would, if the central authority interfered to any relatively greater extent than there is interference in other questions of local government.

3288. And they would be the highest court of appeal in the country on all questions of Secondary Education?—So far as regards their own actual administration.

3289. Their own areas?—Yes.

3290. (*Mr. Hobhouse.*) Within the limits laid down by the law?—Yes, within the limits laid down by the law. Of course that does not imply that there might not possibly come into existence some body which would offer an inspection or offer certain particular examinations. But my view certainly is that they should not be compulsory on county authorities.

3291. (*Mr. Cockburn.*) You think that primary education should go on as it is at present?—Yes.

3292. Overruled by a Minister of State?—I think that primary education should be separate.

3293. That all endowed schools which fall into this scheme should be vested in the absolute and supreme control of county councils?—Not absolute and supreme.

3294. But having no power higher than them?—Quite so; except in the way indicated in the existing Secondary Education Bill.

3295. (*Mr. Hobhouse.*) You do not propose that the endowed schools should be free from the restrictions they are under in the scheme of the Charity Commissioners, do you?—Not at all.

3296. (*Mr. Sadler.*) It is possible that such county authority might infringe private rights. Would you give private persons an appeal?—That is in the Bill as it stands. There must be an ultimate appeal to Parliament.

3297. Not to a department?—No.

3298. Would you not like to have any department for them to appeal to?—In the existing Secondary Education Bill, or in what one regards as the existing Secondary Education Bill, a scheme has to be formed for any new school, and people considering that they have a grievance may petition the Charity Commissioners or the Privy Council. They may have the matter brought before Parliament.

3299. You do not desire to see constituted a new special department for Secondary Education, which should be a court of appeal in these matters?—No; I do not see the need for it.

3300. (*Mr. Cockburn.*) Then with regard to private and proprietary schools which were recognised to be capable instruments of Secondary Education, would you have them controlled by this county authority in the same way?—I think the only control you could exert would be the control of an inspection.

3301. By the county authority?—Yes.

3302. With no right of appeal beyond?—I do not see how the right of appeal would affect them, unless the local authority considered them

insufficient, in which case they might set about erecting new schools. Then the power to appeal would come into operation.

3303. (*Mr. Sadler.*) Am I right in understanding that the result of your thought is that you would wish to make in Secondary Education the county committee omnipotent under Parliament?—Yes, subject to the restrictions in the Secondary Education Bill.

3304. For instance, would you let the County Council of Buckinghamshire have the control of Eton?—No.

3305. You would exclude such a school?—Yes.

3306. Where would you draw the line?—I think you may draw the line which has been already drawn in previous legislation.

3307. What legislation?—The Act which left out eight or nine of the schools.

3308. (*Mr. Cockburn.*) Are you speaking of the Schools Inquiry Commission?—I think it is the Endowed Schools Act.

3309. (*Mr. Hobhouse.*) Do you know of any case where a private school has been reorganised so as to convert it into a school not conducted for private profit?—I know of one case. The case in question was a school known as the West Somerset County School, carried on at Wellington, Somerset. It was not carried on primarily as a profit-making school, but was intended to supply a want which was felt in the district. It paid a dividend upon its shares, and for that reason was regarded as being a school conducted for private profit, and therefore unable to receive grants from the county education committee. After consultation with the Local Government Board and the Science and Art Department, with regard to the school being remodelled, the old company was wound up, and the shares converted into debentures, bearing a limited rate of interest, the debentures being practically in the nature of a mortgage on the existing school buildings. It had been previously ruled by the Science and Art Department that the payment of interest upon a mortgage raised for the purposes of the school did not constitute it a school conducted for private profit. Therefore, the old company was wound up, and the school was taken over by a new company, with a small nominal capital, and with a memorandum of association such as has been drawn up in the case of such institutions for example, as the Yorkshire College, at Leeds, and similar institutions which have been incorporated, setting out that no dividend shall be paid; and that the shareholders shall not in any way profit from the concern, and further, that in the event of the winding-up of the company, the assets of the company shall not be divided amongst the members, but are to be transferred to some other body having similar aims.

3310. With regard to private and proprietary schools generally, do you think there is any serious danger of county committees wasting their funds by establishing new schools alongside of existing private schools which are efficient?—No, I should say the danger was very small.

3311. You think that the funds of the county councils are too limited to admit of their wasting any valuable sources of Secondary Education?—Yes, of course, and that would become still truer if the fund were available for two purposes.

3312. (*Mrs. Sidgwick.*) Is it your opinion that the county council scholarships should be tenable at private schools?—I see no objection to that, provided the school is open to inspection.

3313. (*Mr. Hobhouse.*) Have you any suggestions to offer with regard to the training of secondary school teachers?—Only with respect to such powers as are conferred upon the county committees. I think power of providing for the training of secondary teachers should be given to the county authority.

3314. (*Mrs. Bryant.*) So that the county authority should have power, as I understand you, to establish a training college, or some institution of that kind?—Yes.

3315. Or make grants?—Yes. Of course, I do not mean exactly the kind of training college which at present answers the purpose in the case of elementary education. The conditions are so different.

3316. (*Mr. Yoxall.*) Have you had any experience of those training colleges?—I only know the general organisation of them and their curriculum.

3317. You have no knowledge yourself of those training colleges?—No, but I am acquainted pretty intimately with several men who have been through one of them.

3318. But you have not inspected them?—No.

3319. Then your remark applies in general terms only?—Yes. The previous training is different, and therefore the whole system would have to be different.

3320. You are speaking without actual knowledge, are you not?—From general knowledge only. I was not meaning to imply anything as against the existing colleges. I simply say that the conditions in the case of secondary teachers are different.

The witness withdrew.

Adjourned to Tuesday next, at 11 o'clock.

ELEVENTH DAY.

At Westminster Hall, Tuesday, 5th June 1894.

PRESENT:

THE RIGHT HON. JAMES BRYCE, M.P., IN THE CHAIR.

The Right Hon. Sir J. T. HIBBERT, K.C.B., M.P.
The Hon. and Rev. EDWARD LYTTELTON, M.A.
Sir HENRY E. ROSCOE, D.C.L., M.P.
The Very Rev. The DEAN OF MANCHESTER, D.D.
Mr. RICHARD C. JEBB, M.P.
Mr. RICHARD WORMELL, D.Sc.
Mr. HENRY HOBHOUSE, M.A., M.P.
Mr. M. E. SADLER, M.A.
Mr. H. LLEWELLYN SMITH, M.A.
Mr. GEORGE J. COCKBURN.
Mr. CHARLES FENWICK, M.P.
Mr. J. H. YOXALL.
The Lady FREDERICK CAVENDISH.
MRS. BRYANT, D.Sc.
MRS. HENRY SIDGWICK.

The Hon. WILLIAM N. BRUCE, *Secretary.*

Mr. Alderman J. HOY and Mr. J. H. REYNOLDS called in and examined.

3321. (*Chairman to Mr. Alderman Hoy.*) You are an alderman and chairman of the technical instruction committee of the county borough of Manchester?—Yes.

3322. That is a committee of the city council?—Yes.

3323. (*To Mr. Reynolds.*) You, I believe, are director of the technical instruction committee of the county borough of Manchester?—I am.

3324. And have served in that capacity for some years?—Since the establishment of the committee.

3325. Before that time you were also secretary of the technical school on its former basis?—Yes.

3326. You therefore have a very considerable knowledge of the whole question?—Yes, I have had the experience of the last 15 years.

3327. You have, I think, some experience also of Continental institutions?—Yes, so far as a visit of inspection is concerned.

3328. (*To Mr. Alderman Hoy.*) You are prepared to give us some facts with regard to the adoption of the Technical Instructions Act by the city county council?—I am.

OPERATIONS OF MANCHESTER TECHNICAL INSTRUCTION COMMITTEE.

3329. Will you please tell us what passed when the council began to act under the Technical Instruction Act?—The council took action upon a memorial brought before it by some of the leading citizens, asking it to adopt the Technical Instruction Act of 1889, which, as you will remember, is permissive. The council accepted the invitation, adopted the Act, and nominated a committee. That committee acted during a limited period and was composed solely of members of the corporation. Eventually, upon the taking over of the technical school, and the school of art from the Whitworth Institute, it became a joint committee, composed, as it is to-day, of 24 members of the council, and 12 outside members, who are nominated by the council.

3330. Was this first action of the council before the passing of the Act of 1890?—Yes; the action was taken on the 2nd April 1890.

3331. Was the rating power exercised?—To the extent of 4,000*l.* for that year.

3332. And then you came into possession of the technical grant?—Yes.

3333. Have you applied the whole or any part of the technical grant?—In the first year we applied the 4,000*l.* from the rates in subsidising various institutions, and during that year the residue money was granted. We did not use the residue money that year, so that we began the next year with the first year's grant in hand, and we immediately applied that money. During the year 1891-92 we distributed a sum of 10,375*l.* out of the total, in that particular year, of 11,499*l.*

3334. Would you kindly give us for each year the sums which you have applied for technical instruction raised by rates, and also the sums applied out of the grants?—We have not raised any money by rates since the first year. Practically we have absorbed during the years that have elapsed since then the whole of the residue money.

3335. That is to say, all that came in has been applied for the purpose of technical instruction?—Yes. The council granted the technical instruction committee the whole of the money that was given for that purpose.

3336. Has that been, so far as you know, in accordance with the general sentiment of Manchester?—We have no reason to think otherwise.

SUBSIDIES TO LOCAL INSTITUTIONS.

3337. Would you tell us in what forms you have applied this money?—In the year 1891-92 we applied 10,375*l.*, mainly in sums given to the various authorities. In that period the whole of the money that we expended was expended in granting assistance to other authorities: Manchester School Board, 3,600*l.*; the Owens College, 1,000*l.*; Manchester Technical School and Mechanics' Institution, 4,000*l.*; Manchester School of Art, 750*l.*; Manchester Grammar School, 250*l.*; Lower Mosley Street Evening Classes, 300*l.*; Dob Lane School, Newton Heath, 100*l.*; School of Domestic Economy and Cookery, 100*l.*; Manchester Commercial School, 50*l.*; Christian Arts and Crafts School, 50*l.*; Manchester and Salford Practical and Recreative Evening Classes, 125*l.*; the University Extension Association, 100*l.*; making a total of 10,425*l.*

3338. (*Sir Henry Roscoe.*) What condition did your committee apply to those grants?—Scarcely any other than that of representation. We have a representation in proportion to these sums upon the boards of the different institutions, excepting only the school board, which is exempt by the Act.

3339. What is the proportion of representatives?—Owens College has a representation of two persons. There was for the Manchester Technical School and Mechanics' Institute a representation of five; but after the particular year which I am citing now, the school was handed over to the technical instruction committee, and that became a public institution.

3340. It became a municipal institution?—Yes, the technical school and school of art are now institutions. That was 1891–92.

3341. Will you tell us what you have done since then with regard to applying the money?—1892–93 the sum dropped down to 5,725*l.*, in 1893–94 to 5,575*l.*, and in 1894–95 to the same amount. That of course was owing to our taking over in the meantime from the Whitworth Institute, the technical school and the school of art, and the deficit at these institutions was met out of our own funds directly. We made up the whole deficit whatever it might be.

3342. Would you tell the members of the Commission, who are perhaps not so well acquainted with them as I am, the operations of the Manchester Whitworth Institute?—The Manchester Whitworth Institute owes its inception to the legatees of the late Sir Joseph Whitworth, Bart., and was incorporated by Royal Charter in 1889, for the promotion of art and industry, with power to take over the Manchester Technical School, and the Manchester School of Art, the former of which was a development of the original Manchester Mechanics' Institution, both institutions being voluntary in character. In 1890 they were transferred to, and incorporated with, the Manchester Whitworth Institute, which had, or was supposed to have, large funds for developing their work. But when the technical instruction committee was formed by the corporation it occurred to the Governors of the Manchester Whitworth Institute that it would have funds at its disposal, and that would be the proper body, if I may so put it, to take these schools over. They accordingly made overtures to the corporation offering a certain sum of money and also considerable properties, and a plot of land for the building of a new school. The total value of the property and cash transferred by the Whitworth Institute people was stated as being of the value of about 85,000*l.*

3343. Then I understand that the Whitworth Institute has now given over to your committee certain lands and property which now become the property of the corporation?—Yes.

3344. And the whole arrangement is now worked by the corporation through your committee?—That is so.

3345. Is your committee an executive body. Does it act on its own responsibility with regard to financial matters, or does the finance pass generally through the body of the corporation?—The money passes through the corporation, and everything we do requires to be submitted to it; and the recommendation of the committee is not effectual until after they have received the sanction of the council at its monthly meeting.

3346. We have had evidence before us from London to the effect that the technical committee of the London County Council has executive powers, that is to say, that in opposition to your method the finance of the London technical committee is within their power. They have not to go back to the council?—That is not so with us.

3347. Can you give us any opinion with regard to the advisability of one course or the other?—As chairman of a committee which finds some little trouble occasionally in getting some of its items through the council, I should be disposed to fall in with the method adopted by the London County Council, but I should not like to answer the question straight away from a broader point of view as to which is the better plan.

3348. Have you found some difficulty in carrying your views?—No, I cannot say that. We have found a little difficulty with regard to salaries and the advance of salaries, but otherwise our council has, I think, responded very well indeed to the claims we have made upon it and has endorsed our action.

3349. You do not find a practical difficulty?—No, we do not find a practical difficulty beyond the awkwardness of discussing salaries of a teaching body before the city council, and in public.

3350. (*Dean of Manchester.*) They have never traversed your policy, have they?—Not in the least.

3351. (*Sir Henry Roscoe.*) Have you any other remark to make with regard to the taking over or the transfer?—The condition accepted by us was that we should build a new and enlarged school. We have now three different places in which we do our work, we have a weaving school, which is half a mile distant from our head school, and we have an electrical engineering school, which is comparatively close. Of course, as you will be aware, all these things involve trouble in management, and we were quite prepared as a condition of the handing over of these properties to take upon ourselves the responsibility of building a new school. We have at present plans and are within a very short period now of letting the contract for this enlarged school, the total cost of which, with equipment, has been estimated (the land having in the first instance been given by the Whitworth Institute) at about 150,000*l.*

3352. Will the fund be sufficient for the maintenance of this school and also to give the grants that you now are giving to the various institutions in the town unconnected with your technical school?—That is somewhat problematical.

3353. (*Dean of Manchester.*) Where then do you expect to get the funds?—The funds would be sufficient probably without those grants. We have no other possible source of income than the residue grant, and the first rate, and we should confidently rely on the approval of the public in withdrawing the grants in aid, if the efficient working of the technical school demanded an increased annual expenditure.

3354. (*Sir Henry Roscoe.*) The money for the building of course you can raise on loan?—Yes. The sinking fund and interest would be provided out of the first rate.

3355. Have you anything now to tell us with regard to the probable effect of the undue multiplication of technical and secondary schools?—In a general way our fear is that the small schools which are being established in the neighbourhood of Manchester may be inefficient both in equipment and in teaching. That is merely an opinion.

3356. I presume it is the interest of your committee to make this technical school in Manchester of the highest class?—Quite so.

3357. And the other small schools in the neighbouring towns would probably act as feeders to the large school in Manchester?—Yes, that is a view we have kept before us. That view, however, somewhat comes into conflict with the general views of the neighbouring authorities. The disposition in many cases has been rather to restrict the work of an authority within its own area, and there would naturally be on the part of Manchester a disposition to curtail its work, unless some sort of reciprocal action between it and the Lancashire County Council and others could be brought into play.

SCHOLARSHIPS.

3358. Now we might perhaps take the question of the establishment of scholarships. Will you give us, first of all, the total amount of funds which you devote to that object?—The yearly grant for the scholarships we offer is 1,470*l.*, but of course they run for two years, and that practically gives an expenditure yearly of 3,000*l.*

3359. Will you give us an account of how that 3,000*l.* is devoted?—There are four scholarships at the Owens College of the value of 60*l.*, and by an arrangement made a year ago these run for three years, so as to cover the B.Sc. course.

3360. That would be sufficient to pay, not only the fees of the college, but likewise to give maintenance money?—Yes, to a certain extent, no doubt. There are also three evening exhibitions at Owens College of 10*l.* each. At the Municipal Technical School there are 25 scholarships for day students of 30*l.* each, and 10 evening exhibitions of 10*l.* each. At the Municipal School of Art there are five scholarships for day students of 30*l.*, and five evening scholarships of 10*l.*, and at the Manchester Grammar School there are six scholarships for day students open to boys only of the annual value of 25*l.*

3361. And what is the result, can you tell us, of these offers that you have made. Have they been satisfactory?—They have not been very fully taken up. We have never yet in any one year given the whole of these scholarships.

3362. Is that for the want of competent persons applying?—Yes.

3363. (*Dean of Manchester.*) Why do they not apply?—Well, we have thought that we should have more applications from the school board than we have received, and also from the grammar school.

3364. (*Sir John Hibbert.*) Did you advertise the scholarships?—Yes, fully. By placard, by circulars, and by advertisements, and in every way that we could conveniently do so.

3365. (*Mr. Cockburn.*) What limitations do you impose upon parents?—None; except that the candidates for scholarships shall be residents, or children of ratepayers.

3366. And income?—We have not pressed that, but of course there is a limitation.

3367. What is your figure of limitation?—400*l.*, being the limit fixed by the Science and Art Department, beyond which no grant is paid upon the results of the successful examination of students.

3368. (*Sir John Hibbert.*) How many years have you had this system in operation, one or two years?—Three years. In 1891 we began. This is the fourth year in fact.

3369. How many competitions have you had?—Three.

3370. Have you had an increasing number of applicants from year to year?—No, a diminishing number.

3371. With respect to the four scholarships of 60*l.* at Owens College, I presume those are science scholarships?—Yes, they are science scholarships.

3372. And the three evening exhibitions of 10*l.*, are those also science?—Yes.

3373. You mentioned the Lancashire County Council; have you any arrangements with the Lancashire County Council for receiving pupils from outside the city area?—We have tried to come to an arrangement with the Lancashire County Council, but we have not been very successful. We have, however, an arrangement with the Cheshire County Council which seems to us to be a very reasonable one, and we have also an arrangement with one local authority of the Lancashire County Council.

3374. What authority is that?—Stretford.

3375. Is it not a fact that the Lancashire County Council have arranged to pay you a certain sum per pupil?—No. That is what we ask from the Lancashire County Council.

3376. What is the arrangement with Cheshire?—15*s.* per student.

3377. Per annum?—Per session.

3378. Do you know what are the difficulties of coming to an agreement with the Lancashire County Council?—It was stated that sums of money were given to the local authorities, and that they were the bodies to whom we should apply. Although it was not definitely said, I quite understood that the Lancashire County Council would not itself enter into any

such arrangement, and that was the only direction in which there was any hope for the moment of securing co-operation.

3379. It is the fact is it not that the Lancashire County Council do distribute their money to the different authorities according to the population and rateable value?—Yes. We have also appealed to the local authorities and have only had the response referred to above.

3380. Have not the Lancashire County Council made proposals to you with respect to some general matters; for instance, the setting up of a school for the silk industry?—We in the first instance made suggestions to the Lancashire County Council I think, but there are now pending negotiations of that character.

3381. I think a meeting was held last week or the week before at which the Lord Mayor presided?—Yes. You see the position we are in, in regard to the number of persons attending our schools makes it imperative upon us that we should attempt to get at some such arrangement as that indicated, because half of our students come from the outside of Manchester.

3382. Outside the Manchester city area?—Yes. Roughly speaking, half.

3383. (*Dean of Manchester.*) They come from where?—All parts of the county. From Salford largely, but the Salford people have agreed to an arrangement by which they give us a lump sum of 150*l.* a year to cover that kind of claim for the students who come from there. The total number of students attending our school is 3,731; the Manchester students are 1,970, and the others from the different districts are 1,761, that is rather less than half.

3384. (*Sir Henry Roscoe.*) And of course the fee which you charge does not cover the expenses of that number?—No.

3385. Do you think the districts from which they come should in some way contribute towards the expenses?—Yes, for, roughly speaking, each pupil costs us 30*s.* a year.

3386. The average payment I suppose would not be nearly that amount?—It is about 10*s.*

3387. And therefore the committee have to make up the difference of 20*s.*?—No. The cost is 30*s.* over and above all that we receive whether in grant or fee. The costs for the students is nearly 6,000*l.*, and we have nearly 4,000 students, that is the loss to the committee.

3388. (*Sir John Hibbert.*) I want to ask a question with respect to the falling off in the number of applicants for scholarships. What are the reasons given why you do not obtain a sufficient number—I presume reasons have been given?—Perhaps if one indicates the number of successful candidates from the different schools you may understand the position. During the whole of that time 100 day scholarships have been awarded to the various institutions, and of those only 33 are held by candidates who have come from the board schools. And of that number I may say that six are girls.

3389. Are there any difficulties between yourselves and the board schools with respect to this question?—It would be putting it somewhat strongly to say "Yes" to that, but at the same time we have thought that these scholarships have not been sufficiently well placed before the pupils of the board schools. We certainly have thought that we ought naturally to have expected more candidates. I have no wish to put it in any other way.

3390. You think that, perhaps, all has not been done that might have been done?—That is rather for someone else to admit. We, ourselves, have made them as public as it has been possible for us to make them. Then we also think that the grammar schools have not supplied what you would consider a commensurate number of candidates. Out of 100 scholarships awarded only 18 are held by candidates from grammar schools.

3391. (*Dean of Manchester.*) You say grammar "schools"?—Yes; the Hulme Grammar School also. We have 11 from the Manchester Grammar School, and seven from the Hulme Grammar School.

3392. (*Sir John Hibbert.*) Have you had any from Cheetham Hospital?—No.

3393. (*Dean of Manchester.*) You spoke of the small schools that were likely to become merged. Do you mean that list of schools that you have referred to in your evidence. Do you think that by the action of your own work, those small schools would possibly disappear?—No, I was referring rather to the general method of dealing with the technical instruction money throughout the county at the time. I was not speaking of Manchester experience.

3394. It is within your knowledge, of course, that there are towns near Manchester, for example, Rochdale and other towns, where they have founded schools corresponding to your own?—Yes.

3395. And, therefore, possibly there would not be so many adherents to your school coming from those special localities?—That would probably be the result eventually.

3396. You spoke of your own institution being established shortly on a very large basis in new buildings. Do you not think that then the subsidy to local institutions will possibly have to be very largely diminished?—I think that is quite probable. No, I had rather say that is possible. I should not like to say probable, because that is rather anticipating.

3397. But is there no source of income to which you look forward, either through the county council of Manchester, or any other quarter, which would enable you both to do your own work, and to provide these subsidies?—I should look to what I have indicated upon my precis, namely, the possibility of establishing throughout the country reciprocal capitation grants.

3398. I will not anticipate that. We shall come to that presently. The scholarships, excepting the scholarships of 60*l.*, appear to be the scholarships which are not taken up so much?—Yes.

3399. Is not that, perhaps, because you have not sufficiently taken into account the necessity of maintenance money which has been hinted at?—(*Mr. Reynolds.*) Do you mean respecting the technical school scholarships?

3400. Yes?—The ordinary fees charged in the technical school are 15 guineas for the course, but, in the case of scholarship students, these fees are reduced to 10 guineas, leaving something like 20*l.* for maintenance, which at least gives a sum approaching 8*s.* a week, and that is as much as boys of 15 years of age would be likely to earn, so that we think maintenance is fully covered by this sum of 8*s.* a week which remains to them. (*Mr Alderman Hoy.*) I think, as far as the grammar school is concerned, the larger proportion of the scholarship is absorbed in fees. (*Mr. Reynolds.*) In the case of the grammar school, the fees are 12 guineas, and it leaves something like 10*l.*, after books are provided for, as maintenance, but then the pupils are admitted at 12 years of age, or from 12 to 14. That is the limit of age in their case, so that there again you have something like 4*s.* a week for maintenance, which represents as much as a boy is worth at that age.

3401. Then it is not owing chiefly to the want of maintenance that you do not obtain sufficient candidates for your scholarships?—I think it is mainly this, that there is a great deal of inertia to overcome in reference to these higher grade schools and the grammar schools. In short, in some measure there is a certain conflict of work as between these various institutions. Each is doing a certain amount of science work under the Science and Art Department. Each is doing, in short, the same work, and no doubt there is a feeling that the boy gets as good instruction in science, say, in the higher grade school or in the grammar school, as he would get in the technical school. Then I think the fact that there are valuable scholar-

ships offered by the Science and Art Department attracts the boys from the scholarships offered locally to the scholarships offered outside.

3402. How outside?—Offered, I mean, by the Science and Art Department.

3403. (*Sir John Hibbert.*) They come to London?—They come to London or go to Dublin, as the case may be.

3404. (*Dean of Manchester.*) You do not think that there is an inertia such as you speak of on the part of the community itself?—No, I do not think so. We can only get at the community mainly through the school. The town is placarded, and advertisements are put in the newspapers, but there is great difficulty in getting the fact that these scholarships are offered right home to the parents themselves.

3405. But you think that many of your disappointments are simply traceable to the fact that probably not only, as Mr. Alderman Hoy puts it, children are not induced by other schoolmasters to resort to your schools, but that they are positively detained at other schools?—That would be a very strong thing to say. I should not like to say that.

3406. It is so important for the Commission to obtain your judgment in this matter, that I must ask whether you think that in Manchester there is a considerable detention at schools, especially at the higher grade schools, to put it briefly, instead of going on to your school?—Yes. I think the fact that there are something like 1,500 pupils in higher grade schools in Manchester ought to warrant the conclusion that there should be every year a large number of capable boys and girls for these scholarships. As a matter of fact, there are very few who come from the higher grade schools. The chairman has already said that we have had only 33 scholarships and exhibitions from the higher grade schools in three years.

3407. (*Sir Henry Roscoe.*) In fact, I suppose I may take it that the higher education that you give over and above the education of the board school higher grade type is not yet sufficiently understood by the people of Manchester; is that so?—No doubt that is so, and it is patent with regard to the grammar school, where in the first year there were no candidates at all capable of accepting the scholarships. The committee permitted the grammar school to send in pupils already in the school, and the first year's returns show that the whole of the six candidates were grammar school boys already.

3408. (*Dean of Manchester.*) Then, in fact, the students do go into the grammar school in Manchester and to the higher grade schools of the school board to a very large extent, especially in technological subjects, students, I mean, for whom your school was designed, and they do not resort to your school to the extent to which you had hoped they would?—Certainly not.

3409. Do you not think that possibly it may have been because the higher grade board schools had been largely developed and were occupying the ground before you took action; were there not a great many students in all these subjects under the school board in Manchester before you began to operate?—I think that is very likely, but, on the other hand, I think this fact ought to be borne in mind, namely, that a boy at a higher grade school is worth a great deal to the school board in the way of grant; that, in short, he can earn a large sum for the increase of the revenue of the school board. That fact must account for something in respect of the unwillingness of the teachers and all concerned to let the boy leave the school for the higher institution, whatever it may be.

3410. Then overlapping in Manchester is a common incident to the whole question?—Quite so.

3411. (*Sir John Hibbert.*) May it not be taken as rather satisfactory that you should have 4,000 students in your schools; is not that a satisfactory feature of your schools?—Undoubtedly.

3412. You may say that you are doing a considerable amount of good work in educating those 4,000 students?—Yes. (*Mr. Alderman Hoy.*)

And there is this further to be said, that we have almost no room for any more. That is to say, our new building is very much wanted.

3413. (*Dean of Manchester.*) Still, you agree with what Mr. Reynolds has said, do you not?—I think it would be a healthier thing if there were more coming forward.

3414. (*Mr. Jebb to Mr. Reynolds.*) I think you said that if the existence of these scholarships could be made known directly to the parents, and not merely to the parents through the schools, possibly a larger number of applicants might be forthcoming?—I think it very likely. Of course a large number of boys naturally leave the elementary schools at 13 years of age, and as such are not eligible for the technical school, the conditions requiring that the boys shall be 15 years of age.

3415. Could you suggest any way by which the existence of these scholarships could be made known directly to the parents?—It would be extremely difficult to cover the large towns. What we do now is to send placards into every elementary school in the city, both board schools and voluntary schools. We placard the walls and advertise in the newspapers. (*Mr. Alderman Hoy.*) There is another serious difficulty, namely, the comparatively early age at which boys in Manchester can obtain employment. It is consequently difficult to get boys to come to school at 15 years of age.

3416. (*Mr. Hobhouse.*) Have you considered whether it is desirable to alter your regulations as to scholarships, by increasing the number for competition?—No, we do not see in what direction we could move.

3417. Of course the scholarships at Owens College, the technical school, and the school of art are all strictly technical scholarships. What is the nature of the scholarships held at the Manchester Grammar School?—(*Mr. Reynolds.*) That the boys shall go on the modern side of the school.

3418. Does that give a large proportion of what you may call strictly technical education?—It includes modern languages, science and art subjects, mathematics, and some manual training.

3419. Do I understand that there is any competition for those scholarships?—It is very small, indeed.

3420. Then you have a small number of scholarships?—That is so.

3421. Then I understand that there is no stream upwards from the class of artisans' children, for instance, who are being educated at the elementary schools, to the modern side of the grammar school?—That is so.

3422. (*To Mr. Alderman Hoy.*) Do I understand aright that you are now spending the whole of the beer duties on technical education?—Yes, that is so.

3423. And of this about half is still paid in grants to certain other authorities, and about half is dispensed by yourselves at these technical schools of your own?—Yes, and there are the scholarships. There are those three items.

3424. What are the authorities to whom you still give grants? Are they those you mentioned at first?—We discontinued from that list the institutions we have taken over.

3425. You still subsidise the school board?—Yes.

3426. How is this money that you give to the school board expended?—That we do not follow. We have no right to follow that, in fact, we have no right of representation on the school board.

3427. Have you no idea of how it is expended?—We have no definite knowledge.

3428. No official knowledge?—(*Mr. Reynolds.*) We have no official knowledge, except that the money is spent generally in the promotion of science and art and what are called evening continuation classes. No doubt great good is being done in Manchester in that way, though it has resulted in a little overlapping.

3429. (*Sir Henry Roscoe.*) The number is very large in Manchester, is it not?—I believe there are 33,000 pupils in the Manchester School Boards' Science and Art Evening Continuation and Elementary Classes.

3430. (*Mr. Hobhouse.*) I am not suggesting that the money is not spent well. I am asking whether there is any co-operation as between you and the school board in the distribution of this grant?—No.

3431. Have you any members of the school board on your committee?—Only incidentally—not because they are members of the school board. (*Mr. Alderman Hoy.*) We have one who is also a member of the city council.

3432. Will you inform me what the exact composition of your committee is now?—Twenty-four members of the council, and 12 persons nominated by the council.

3433. On what principle are those persons nominated?—By the choice of the committee.

3434. With regard, I imagine, to their expert knowledge of educational matters?—Yes. You may take it that they are all persons who previously gave their work to these two voluntary institutions, the Municipal Technical Institution and the School of Art, the object being to keep the persons who had expert knowledge in touch with the council.

3435. Then they were merely co-opted with a view to those two institutions, and not with a view to technical education generally?—That is true enough, but they have full powers with the other members of the committee. They sit at all the meetings, and are distributed over the sub-committees.

3436. Do I understand that your position at present is somewhat this: that you only wish to manage directly those two institutions, and with regard to the other portions of your fund you prefer to confine your duty to distributing the money among other local authorities?—You see this is a question of growth. During the first year of its existence the committee simply distributed the money derived from the rates. In the second year the scheme of scholarships was established, and early in 1892 the technical school and the school of art were taken over by the committee as has been said.

3437. You do not contemplate evening classes?—We have evening classes which a large proportion of the students attend.

3438. Outside these institutions?—We have other institutions outside, namely, at Newton Heath and Openshaw, some three miles from the centre of the city.

3439. Then I may take it that your administrative work is likely gradually to develop?—No, I do not think so, because the large school we are about to establish will probably absorb our energies.

3440. (*Sir John Hibbert.*) Is that a day school?—Day and evening.

3441. (*Mr. Hobhouse.*) That is the new technical school?—Yes, that is the new technical school.

3442. Then nearly all your money goes to strictly technical institutions?—That is true.

3443. For Secondary Education generally you do not do much?—No. Nothing, you may say.

3444. Except the grant to the Manchester Grammar School, which is a very small one?—Yes.

3445. Is that expended in any special way or have you any knowledge as to how that is?—We have no knowledge of the precise method of expenditure. You will understand that we have representatives upon the boards of these different institutions. That is the control we have. Five were originally nominated on the technical school. Two in various cases and one in others.

3446. What is the practical check upon your expenditure of your money. You have no Government auditor to keep you in check?—No.

3447. Your position in the county boroughs is therefore rather different from what it is in county councils?—Yes, in that respect we are quite different.

3448. You elect your own auditors?—Yes.

3449. And therefore so long as you and they are satisfied that you are within the limits of the law, no one else interferes?—Quite so.

3450. I suppose as regards Secondary Education generally, there is a very good supply in Manchester already?—(*Mr. Reynolds.*) There is in Manchester but one secondary school, that is the Manchester Grammar School.

3451. (*Sir John Hibbert.*) Is there not the Hulme Grammar School?—That is outside the district.

3452. Is that outside the Manchester city area?—Yes, it is outside the Manchester city area. There is only one secondary school in Manchester.

3453. (*Mr. Hobhouse.*) Is the other school you have mentioned available for Manchester?—Quite so. A certain number no doubt of Manchester students go to that school. In fact, I presume that the parents of all the students are Manchester business men.

3454. And as far as you know are not likely to be asked to aid Secondary Education as apart from technical education in Manchester?—(*Mr. Alderman Hoy.*) I should think not.

3455. Therefore you regard your funds as likely to be appropriated in future to what is now known as technical education?—Yes.

3456. You have not quite the same interest in extending the sphere of your aid to Secondary Education generally as it exists in other authorities?—We should not look upon it as our province to do so.

3457. (*Mr. Llewellyn Smith.*) Are there any teachers on the technical instruction committee?—No.

3458. Are there none amongst the outsiders?—Dr. Ward, the Principal of Owens College is one.

3459. Do you think it possible that the absence of representatives from the school board has had something to do with the want of co-ordination between your work and theirs which has produced a lack of scholars; I mean the absence of common knowledge between the two bodies?—As far as regards common work I think that would have assisted us and it would have been valuable. No doubt it would have been an advantage to have had members of the school board on the committee.

3460. Are there any scholarships which are tenable at the higher grade schools?—No.

3461. But do you know whether there are any such scholarships offered by any other bodies than your own?—I am not aware of any other bodies except Science and Art Department.

3462. Or at the grammar school?—(*Mr. Reynolds.*) The Lancashire County Council permits certain exhibitions to be held at the evening classes of the higher grade schools in Manchester, and notably the central school.

3463. But in the day schools?—No.

3464. With regard to the grammar school do you know whether there are any entrance scholarships offered by the school itself?—A large number.

3465. And do you know that there is a good supply of candidates for those entrance scholarships?—I have been led to think that there is not a good supply.

3466. Therefore the want of success which you have had at Manchester in getting a large number of candidates is not confined to your own scholar-

ships?—Quite so, only in the case of the entrance scholarships to the grammar school they are simply foundation scholarships which supply the fees only, and they are not, therefore, so desirable as they would be if they included maintenance. That is assigned frequently as a cause why the foundation scholarships are not taken up so generally as they might be.

3467. Who conducts the examinations for your scholarships?—For the Owens College scholarships the Owens College professors. For the Technical School scholarships expert examiners are appointed, some of them being Owens College examiners.

3468. Appointed by the technical instruction committee?—Yes.

3469. And for the grammar school?—They come under the same direction. They have the same class of examiners for the grammar school as for the technical school.

3470. (*Mr. Lyttelton to Mr. Alderman Hoy.*) Is the fact that you have not teachers on your committee due to any anticipated difficulty of their attending?—No, not at all.

3471. Is there any other reason you can suggest?—You see the practical method of doing that work has been that the council takes the initial step in regard to the committee, and that a certain proportion which was fixed by agreement must be members of the council. There are no teachers there to begin with. Then we had great difficulty in reducing the number of outside representatives in order to include as many expert managers of those schools as we desire. The number was small comparatively of those who had interested themselves previously in the two schools, and we had a difficulty in our choice. The point has never arisen with us as to how far it might be desirable to include teachers.

3472. (*Dr. Wormell to Mr Reynolds.*) With regard to this matter of the scholarships, do you think you have taken a much more limited view of what is included under the Technical Instruction Acts than has been taken in many other places?—It is true that the technical instruction committee of Manchester do take a more limited view; that is to say, they have regarded the matter strictly from the point of view of technical training for students of a rather more advanced age. For example, the students seeking to enter Owens College must be 16 years of age; those seeking to enter the technical school or the school of art must be 15 years of age; and that naturally has limited the number of candidates for those scholarships.

3473. But do you not further differ from some other committees in that you devote a portion to elementary schools?—That is so; but I think it ought to be pointed out here that the school board has a very large number—I think something like 250—Science and Art scholarships which are offered to their students and enable the scholars to remain there for something like three years.

3474. Then to some extent they take up Secondary Education. A portion of the Secondary Education of Manchester is managed and supported by the school board. Is that so?—It would appear so.

3475. If you were to adopt in Manchester a plan somewhat similar to that adopted in London and give your scholarships to students from the elementary schools to carry them to higher schools, including higher grade schools, and allow the gainers of scholarships to select the school in which they shall hold the scholarship, do you think in that way you would get a much larger number of candidates?—No doubt you would for the higher grade schools.

3476. And do you not think you would get more candidates for the other schools in consequence of their having the choice of the higher grade schools or the other secondary schools?—I have already pointed out that there is but one other secondary school in Manchester, that is, the Manchester Grammar School.

3477. That makes way for the next question I want to put. Is there not room in Manchester for secondary schools between the board schools and the Manchester Grammar School which shall be designed to give a general Secondary Education?—If I simply speak my own opinion I should say "Yes," but then you must come to some understanding as between the policy of the Manchester School Board in establishing higher grade schools and these intended secondary schools.

3478. (*Dean of Manchester.*) There is one matter that really must be corrected at this point in the evidence. Is not the Hulme Grammar School to all intents and purposes a secondary school for Manchester?—(*Mr. Alderman Hoy.*) I should say "Yes" myself. (*Mr. Reynolds.*) I have said already that the school is filled with the sons of Manchester business men who reside in the neighbourhood of Manchester.

3479. (*Sir John Hibbert.*) With respect to the High School for Girls at Manchester, do you not call the education that is given there Secondary Education?—Yes, I must correct my answer to that extent. I had in my mind boys. No doubt that is the case, and that school has two branches in other parts of Manchester and Salford.

3480. (*Dr. Wormell.*) Are your scholarships tenable at those schools?—There are no scholarships tenable at the Girls' High School, and none at the Hulme Grammar School, which is outside Manchester.

3481. Then you acknowledge that your committee takes a much narrower view of what should be the field of those scholarships than most other committees?—Yes, we take a narrower view in so far as the scholarships are not offered for higher grade schools.

3482. And does not that completely account for the fact that you find a very inconsiderable number of candidates?—The answer in reference to an inconsiderable number of candidates applies to the grammar school and to the technical scholarships offered to the technical school itself.

3483. Compare it with London, for instance; for 300 scholarships there were over 1,200 candidates. You have no such condition of things in Manchester?—You must put against that the enormous population of London as compared with that of Manchester.

3484. But still the proportion follows. If you have but 100 scholarships in Manchester you ought to have 400 candidates in the same proportion?—Quite so.

3485. (*To Mr. Alderman Hoy.*) Now I want to ask a question about the transfer of this technical school. What were the conditions of the transfer? You received certain land, I think, on condition that you should build upon it?—Yes, a plot of land, containing 5,549 square yards as a site for the new technical school, together with land and buildings containing 975 square yards, used as a weaving school; land and buildings occupied by the technical school, containing 920 square yards; land and buildings used as the school of art, containing 3,273 square yards; a chief rent, value 4*l.* per annum; endowments for scholarships and prizes at the school of art, amounting to about 3,700*l.*

3486. What further?—A sum of money, 13,434*l.*, for the use of the technical school, and 10,194*l.* for the use of the school of art. In both cases the sums were restricted to building purposes.

3487. That was handed over to you?—Yes, the cash, amounting to 23,628*l.*, was part of the profits of the 1887 Exhibition, and there was the further promise of 5,000*l.* towards the building fund of the new school from the Whitworth legatees.

3488. Out of your 36 members there was a condition that 12 of them should represent the transferred institutions, was there not?—I have no recollection of that as a condition.

3489. But as a matter of fact that plan was really adopted?—Not that they should be representative of the Manchester Whitworth Institute, but that they should represent the two schools—the school of art and the technical school.

3490. The schools which have been transferred?—Yes.

3491. Then, as a matter of fact, of the 36 members there are no outsiders, taking into account your own board and the two institutions that were transferred as well?—Dr. Ward, for instance, the Principal of Owens College, would be outside, strictly.

3492. What is his qualification? Is he sent by Owens College?—No. Nominations are made entirely by the portion of the committee that is representative of the council.

3493. He was selected because of what?—He was selected because of his position with regard to education generally.

3494. And he is the one exception?—I should not like to say that without looking. We were not absolutely restricted to those who had been engaged on the technical school and the school of art. Naturally we wanted to secure the services of the men who knew all about those schools, and as far as possible we did so. Dr. Ward is the only one outside those who were previously at work upon those schools.

3495. You have never invited any outside bodies to send representatives on to your committee?—No, we assumed the position that the council takes the initial act in this matter. We are the nominating body.

3496. You spoke of the probable effect of undue multiplication of technical and secondary schools, and you spoke of some schools which had been established with regard to which you had fears of there being inefficient, or inadequately supported. What schools did you refer to?—Those are small schools which had been established in the neighbouring localities, or I ought to say classes rather than schools.

3497. Established by whom?—By the local authorities, each receiving its portion of grant from the Lancashire County Council.

3498. (*Mr. Fenwick.*) I undertand you to say that you have no members of public bodies outside of your own council on your committee?—Not representative in any way.

3499. No members of the school board?—One member of the school board who happens to be a member of the council is a member of our committee.

3500. But not nominated by the school board?—No, not nominated by the school board.

3501. And you have no representative of the Teachers' Association on your committee?—No, none at all.

3502. Have you ever thought as to how far the usefulness of your committee may have been circumscribed by the absence of such representatives from your committee?—No, we have not.

3503. Are you aware that the London County Council offers the opportunity to public bodies to send representatives to their committee?—I may have heard that; it is hardly before my mind at the moment, but I have no doubt it is so.

3504. Supposing that you offered the opportunity to the Manchester Trades Council, for example, to send representatives to your committee, do you not think that that would tend to strengthen the hands of the committee, and also to increase its usefulness?—We already have one of the leading members of the Trades Council as a member of the committee.

3505. But not nominated by the council?—No.

3506. Elected, of course, by the ratepayers?—Yes.

3507. Then I understand that you have never considered that question of allowing the Trades Council to nominate representatives direct from the council?—We have not.

3508. Would you care to express your own private opinion as to whether such a course would tend to strengthen the hands of your committee, or otherwise?—Roughly speaking, I may say that I believe that in forming

a joint committee of the character we now have we have done what is needful in that direction.

3509. But still you admit that your labours have not been so successful as you had reason to expect?—I beg your pardon, it is quite the opposite. It is only with regard to the number of scholarships, or rather the number of persons coming up for scholarships, as to which we make the least complaint of inefficiency.

3510. Do you not consider that, having regard to all that you have done, and the advantages that you offered, you had reason to expect that you would be more generously supported in the number of students coming up than you have been?—Yes in the number coming up for these scholarships.

3511. And yet you have never considered whether there was not some defect in the representation of the board which tended in some way to create that defect?—No, we have not considered so. (*Mr. Reynolds.*) I think I may explain, in reference to the questions that have just been asked, that the former constitution of the school before it was transferred to the corporation provided for nominations from outside bodies. On the governing body of the technical school before its transference there were members nominated by the Owens College, by the Chamber of Commerce, by the Grammar School, by the School Board, and by the Trades Council, so that the principle was recognised then; but upon the transference there was only room for 12 members. One of the members of the Trades Council was already in the City Council, and he came and took his place upon the governing body of the technical instruction committee, and of the school itself, so that in large measure the representation is provided for.

3512. But would you not consider that that was rather more an accident than otherwise? Supposing the representative of labour had not been elected as a member of the council you would not have had any representation of labour on your committee at all?—That does not follow at all, because the 12 most active members of the former council were selected as outside or lay members of the technical instruction committee.

3513. (*Dean of Manchester to Mr. Alderman Hoy.*) May I ask how, when it was transferred to the council, this sort of representation gave way to co optation, and that co-optation had no reference whatever to representation?—As far as one can indicate the cause, it was the desire to preserve in touch with those schools the persons who had done the work best previously. That was the sole guiding principle in the selection.

3514. (*Sir Henry Roscoe.*) And you did practically select for your 12 external members persons who had been in connexion with the schools before the transfer?—Yes, and the persons who had taken the most interest in them.

3515. (*Mr. Yoxall.*) Although your committee have been said to take rather a narrower view or a more limited view of your functions than other committees do, and therefore to devote your money to technological and technical teaching only, do you think that you have had at your disposal any too much money for that purpose solely?—No, I think not.

3516. And you would regard with dissatisfaction any proposal to divert from technical education proper a considerable sum towards Secondary Education, as distinct from technical education?—We should, indeed. We think that the latter character of education is very much required in a city like Manchester.

3517. And you would rather increase the sum at your disposal than decrease it?—We should be glad to see it increased. We have still the penny rate to fall back upon, and as soon as that is required I have no doubt our council will grant us that money. Now we are borrowing money for building purposes to pay the interest and sinking fund for our new building. That comes from the rates.

3518. With regard to scholarships, what is the method of choice of the scholarship winner? Is it by competition pure and simple?—By passing an examination.

3519. That is to say, you do not in any case allot to any given school a certain number of scholarships which shall be tenable on the recommendation of the managers or the teachers of that school?—No, hardly that. (*Mr. Reynolds.*) The scholarships are allotted, as has been explained already, to the Owens College, the Municipal Technical School, the Municipal School of Art, and the Grammar School.

3520. I am referring to the schools from which the scholarship winners come?—The scholarships are awarded upon the result of an open competitive examination.

3521. (*Sir Henry Roscoe.*) Do scholars come from Manchester city alone?—(*Mr. Alderman Hoy.*) Manchester city. (*Mr. Reynolds.*) What the committee have done is this—either the scholar is the son of a ratepayer or a resident in Manchester. (*Mr. Alderman Hoy.*) But that is rather widening the terms of the Act. The Technical Instruction Act gives residence only as the condition.

3522. (*Mr. Yoxall.*) It has never occurred to your committee to give scholarships which shall be tenable on the recommendation of teachers of the former school or managers of the former school at which the scholar attended?—No.

3523. Does it seem to you at all probable that the lack of competitors, as far as the question of numbers is concerned, may be due to the circumstances of the competition?—I do not quite follow the point of your question.

3524. Supposing you offer scholarships to be tenable upon recommendation rather than upon examination competition, would you not possibly get a better supply of candidates for appointment, who might nevertheless be none the worse as scholars than those already obtained?—Personally I should think that a rather roundabout method of attaining the end.

3525. You have never considered that?—No.

3526. May I ask whether, among your technical scholarships at Owens College, you have contemplated the erection of a scholarship for teachers or those intending to become teachers, tenable for the technical part of teaching alone?—No, we have nothing of that kind. (*Mr. Reynolds.*) The conditions actually exclude such scholarships. The clause in the regulations says, "they will not be available in the Medical Department of "Owens College nor in the Day Training College for Teachers."

3527. That is your own condition?—Yes.

3528. May I ask if there is any special reason for excluding the Day Training College?—I think it was rather with regard to the industrial application of the money than to the technical training of teachers.

3529. I was referring to technical training?—I think the committee preferred to limit its efforts simply to the encouragement of industrial teaching.

3530. Something has been said about the tendency in Manchester to detain scholars at the public elementary schools they are already attending. Does that refer to the ordinary public elementary schools or to the higher grade schools there?—I think it refers mainly to the organised science schools—the so-called higher grade schools.

3531. You have in Manchester a very large and influential association of teachers in public elementary schools. Does it not occur to you as possible that if that association were asked to send to your committee a representative to work with the committee there might be a greater flow of candidates for scholarships from public elementary schools?—Personally, if I may be allowed to express my own feeling, I have every sympathy with the desire to place upon the governing body of such schools

or the committee the representatives of the teaching body. (*Mr. Alderman Hoy.*) There has been no disposition in this cooptation to exclude; the disposition was to include. If we have failed to include the proper persons, there may be, perhaps, room for improvement in that direction, but our desire was and is to include those who are most capable of helping in the work.

3532. (*Mr. Cockburn to Mr. Alderman Hoy.*) Has the distribution of your grant and your rate given fairly universal satisfaction in Manchester?—We have no reason to think otherwise at all.

3533. You have had no appeals to South Kensington against your decision, have you?—None.

3534. And, as far as you know, everything is working happily amongst these various recipients of your grants?—Yes.

3535. There are none left out who think they ought to have it?—Well, we have had some very minor claims that we have not acceded to, but there has been no feeling shown in regard to them.

3536. Little by little, I gather from your previous answers, you expect the amount at your disposal to become diminished for all other purposes except your own scholarships and schools?—We expect that the demands upon our resources for these schools will increase very rapidly.

3537. In which case it will leave less and less to be given to other institutions?—Yes, but as a matter of fact we have not yet impinged upon the penny rate. We are impinging upon the penny rate for the sinking fund and the building.

3538. What would your penny rate come to in Manchester?—A little over 11,000*l.*

3539. You look upon that as a reserve to fall back upon in addition to the excise duties?—Yes.

3540. (*Mr. Cockburn to Mr. Reynolds.*) You spoke just now of the school board getting some 250 Science and Art scholarships. Will you explain what sort of scholarships?—The Science and Art Department offer what are known as Science and Art scholarships in the event of a certain proportion of the money required for these being furnished by the locality, and very praiseworthy efforts have been made by the school board to collect the money to provide the local moiety whatever that may be, towards the establishment of these Science and Art scholarships. If a boy or girl succeeds in getting one of these it is tenable for three years, the amount given increasing from year to year. Many of the boys who are recipients of these scholarships are then prepared for the royal exhibitions or the national scholarships.

3541. But what you state would involve an annual contribution from local contributors of 1,250*l.* and an annual income of 1,750*l.* added by the Science and Art Department. Is that correct?—It is correct, if I am not misinformed, that there are scholarships to the number of 250 from the Science and Art Department. Every year there are very liberal contributions made by persons individually, and as the results of concerts held in the town from time to time towards their establishment. I think the local contribution for the first year is 5*l.*

3542. Each year it is 5*l.*?—Yes.

3543. Is your school able to earn grants from South Kensington as well as school board schools?—Yes, but as a rule we only earn grants upon evening students not upon day students.

3544. But you could if you wished?—We could if we wished for a certain number of them, but many of them are above the status required by the Science and Art Department.

3545. To a considerable extent are the scholars attending your municipal school going through the same curriculum as they would be doing at the Manchester Grammar School and the higher grade schools, and so on?—

Certainly not. The curriculum of the technical school is very different from that of the higher grade school or the grammar school. There are three or four distinct departments; there is a mechanical engineering department, an electrical engineering department, a department for the spinning and weaving industries, one for the chemical industries, and also one for sanitary engineering.

3546. At what age do they enter your municipal school?—In the daytime at 15 years.

3547. And in the evening department?—In the evening there is no limit, but as a matter of fact there are very few below 15 years of age. We have a department in the daytime, the chief feature of which is a course in manual training along with the usual English subjects. We have 60 such pupils, who come into the school at 13 years of age conditional upon their being able to pass the seventh standard.

3548. Has it ever occurred to you that scholarships might, with advantage, have been offered by you (these which hang, as you say, somewhat heavily on your hands) to scholars in the grammar schools or in these higher grade schools: or have you declined to consider that at all?—No. The committee have not considered it except so far as the grammar school is concerned, and there they do offer scholarships.

3549. (*Mrs. Bryant.*) I should like to ask a question or two with regard to the advantages which girls get under the Technical Instruction Acts in Manchester. I understand that you give no grant either to the girls' high school or to the Pendleton School?—No, none.

3550. Have not these schools applied for grants among the possibly discontented institutions that have been referred to?—The girls' high school did apply last year, but they applied after the allocation of the grant, and the committee then declined to consider it. When the time came this year for the allocation of grants the girls' high school did not apply.

3551. Have you any reason to think that if they applied on a future occasion they would have a more favourable answer?—(*Mr. Alderman Hoy.*) We begin to feel as if our funds are being depleted quite sufficiently, in view of our responsibilities.

3552. Then there are also no scholarships for girls from the elementary schools to the higher schools?—(*Mr. Reynolds.*) What has happened is this. The scholarships, except for the grammar school, are open to both sexes, whether at Owens College or at the technical school. As a matter of fact we have no special arrangement for girls at the technical school, except so far as they take a science course. All the girls who were candidates for scholarships (there were three girls there in one year and six in a subsequent year) were successful in obtaining them, and entered as students in the technical school; and I think I may be permitted to say that they are amongst the best of the scholarship students.

3553. So you have gone on the principle of offering all the scholarships to girls and boys, and then you throw them open to competition between the two?—(*Mr. Alderman Hoy.*) Except in the grammar school, where only boys attend.

3554. I think I understand that the scholarships to the grammar school are limited to the particular grammar school, and there girls do not go?—That is so.

3555. You have no domestic economy scholarships or anything of that kind?—No. The domestic economy school gets a grant from the technical instruction committee of 150*l.*, which it can use in the development of its own particular work.

3556. (*Sir Henry Roscoe to Mr. Alderman Hoy.*) Now, will you give us a statement of your opinion as to the need of a central education authority. We have heard a good deal about overlapping?—I am here expressing my own view only with regard to that. I am strongly in favour of there being one educational authority to deal with the money that comes from the rates.

ONE LOCAL AUTHORITY FOR EDUCATION SUPPLIED BY PUBLIC FUNDS.

3557. In each locality?—Yes, in each locality.

3558. When you speak of each locality do you refer to the counties or to a larger or smaller area than a county?—I will take the area as at present existing. Say, in Manchester. My view is that it would be desirable that one authority should deal with the board schools and with the work of the committee that I preside over.

3559. You would take the whole of the education up to the university as one consistent whole, would you?—That, of course, would be my view, but I am thinking now only of authorities that receive public money.

3560. And how should that authority be elected? Have you any suggestion to make in that respect?—I think that power should be vested in the leading authority of the district, that is to say, that in Manchester it should be vested in the city council.

3561. With a representation, I presume, of other authorities upon it. Would you go so far as that?—No. My views with regard to the general question of local government come in here, and they are the foundation of my view with regard to this particular matter.

3562. (*Mr. Cockburn.*) You say one authority for Primary Education, Secondary Education, and University Education?—No. I draw the line at the bodies dealing with public funds. I do not say that I should not agree with the wider scheme, but that in Manchester one authority should deal with the money that is raised for educational purposes.

3563. (*Mr. Yoxall.*) By "public funds" you mean rates and taxes?—Yes.

3564. (*Sir Henry Roscoe.*) I understand that your notion is that wherever the public money of the ratepayers is being spent, the whole matter should be placed in the hands of the authority which is the highest authority, that is to say, the representatives of the people as constituted in the county council?—That is my view.

RECIPROCAL CAPITATION FEES.

3565. Now, with regard to reciprocal capitation fees?—That I suggest as a means of making all this work useful to the community. In Manchester, as I have indicated when looked at from another point of view, we already secure capitation grants from two authorities, one county council authority and one authority acting under a county council, and also a lump sum for the same purpose from the council of a county borough. These authorities pay to the committee for pupils attending our schools the capitation fee of 15*s.* in one case and 10*s.* in the other. That is, I think, a direction in which should go the solution of the difficulty with regard to the kind of work that can be done, for instance, by such schools as ours, whose work we have no wish to restrict to Manchester. Apart from such an arrangement the justice of the case could not be met without differential fees, which we should regard with disfavour. Let me illustrate my point: there is a school of mining at Wigan, and there is about to be a watchmaking school established at Prescot. If Manchester pupils attend these schools the authorities should require of us that we pay to them a capitation grant I cannot see any other way of solving the difficulty, because if a school like ours is to be restricted to Manchester, it cannot do the work which it ought to do and for which it is designed, that is, to supply that part of Lancashire with opportunities of superior technical training. A solution of that kind, I think, is worthy of consideration, and I cannot but think that it would be acceptable to authorities everywhere. As a matter of fact the Cheshire County Council adopted that plan on their own option two years ago, and it was practically their own offer to us at a conference we had with regard to another matter that led to our securing a capitation fee of 15*s.*

3566. (*Sir John Hibbert.*) According to that answer it can be done voluntarily, but you wish to have it made compulsory?—I think it would be desirable. That would be my view. I do not see how you are to get over possible friction without a compulsory clause.

3567. (*Sir Henry Roscoe.*) Have you anything to say with regard to the number of students relatively in Manchester and the county with regard to this question of the capitation fee?—We should have comparatively few going out of Manchester. Naturally you would from large towns have fewer people going out into the county than coming in.

3568. Because you would be able to give from your large institutions a higher degree of education and instruction than can be given by the smaller outlying places?—I think a school which has obtained and enjoyed for so many years the position of the Manchester School, and upon which so large an expenditure has been and will be made, most probably can give better opportunities than can be provided elsewhere, and thus offer great advantages to non-residents in the city.

COMMITTEE OF CO-ORDINATION.

3569. Now with regard to the question of the co-ordination and the prevention of what we have heard so much about—the overlapping, which does occur undoubtedly in your district. What do you say with regard to that point, for example, as to the appointment of a committee?—At the instance of our committee a committee has been appointed of a representative character. I regret to say that I cannot give you much of its experiences, for it has only met once, and that once was last Saturday morning. It is formed in this way: there are to be representatives from the Technical Instruction Committee, 6: from the School Board, 6; Owens College, 3; Manchester Grammar School, 2; the Girls' High School, 1; Lower Moseley Street School, 1; and the Catholic Collegiate Institute, 1.

3570. What is the object of this committee?—The object of this committee is to consider the question of overlapping and co-ordination generally. In the first instance it was strictly confined to the question of technical instruction; that we should in regard to it bring matters more into shape and on lines which would prevent the waste of public money. But since its inception the scope has rather widened. The Dean of Manchester, who was present at the meeting of the committee, will be able to say whether I am correct or not. On Saturday morning I thought there was a feeling that the committee could act advantageously to the district with regard to, perhaps, wider issues, if it were appealed to, than those of technical instruction.

3571. To promote a better understanding among the various institutions now doing educational work in the city?—Yes, that is the way to put it.

3572. And you have hopes that by the aid of this committee, which has just begun its labours, the overlapping and the want of arrangement and concordance between these various institutions will be, to some extent, abated?—Yes.

3573. The committee has only met once, and therefore you are unable to give us any information?—Yes. A sub-committee has been appointed.

3574. And there is no doubt that your committee desire to work amicably with all the other institutions?—Yes. This committee has been formed at our suggestion.

3575. Have you any further remarks to make upon that subject?—I think not.

RELATION TECHNICAL SCHOOLS TO OTHER INSTITUTIONS.

3576. (*To Mr. Reynolds.*) Will you tell us what you wish your evidence to be chiefly directed to?—My evidence is directed to determine, so far as may be, the place and function of the technical school as such, and of the school of art; the preparation required on the part of students entering these schools; and, generally, the relation that such a school should bear towards the other scholastic institutions in any district.

3577. We shall be glad to hear any remarks you have to make upon the latter point, which seems cognate to the subject we have in hand. That is as to the general relationship?—What I want to say is this—that the technical school in a district occupies a collateral place; it is not necessarily an open door through which the colleges may be entered from the elementary school or the grammar school. What I want to emphasise is that the technical school's functions are mainly industrial, and that it is

an end in itself; that it would take boys at, say, 15 years of age, having such a preparation as may be got in any good secondary school, especially in mathematics, in drawing, and in manual training. Because of the want of these things in our preparatory schools the technical school is unable to do its proper work.

3578. Then you consider, in fact, that your technical school, in many of its departments at any rate, is a modern secondary school of the kind which is required for the present condition of things?—Yes, that it is a specialised industrial school. We find that the boys who are coming to it, especially those who come from the private and public schools, are singularly ill prepared to take advantage of its curriculum; they know, as a rule, nothing of drawing, they have had no manual training worth the while, and many of them come badly prepared even in mathematics. The best pupils we have had have been from the higher grade schools, but we feel that if their time was given mainly to English subjects, to drawing and mathematics, it would be much better for them than their having a smattering of a great number of sciences.

LOCAL AUTHORITY.

3579. Now, on the more general subject; have you any remarks to make with regard to the question upon which we have heard Mr. Alderman Hoy's opinion—the need of a central educational authority for each locality?—I will go further than Mr. Alderman Hoy seems disposed to go. I think there ought to be a central educational authority dealing with all education from the most elementary, and up to and including university education. The university is now making demands for public money in various ways, either through scholarships or by direct subvention from various local authorities, and it does seem to me that education would gain in a city if it could be co-ordinated under the advice or control of one governing body consisting partly of the city council, with such co-opted members representing various educational interests as might be found desirable for its successful working.

3580. You do not think that would be too large an area to be covered by any one governing body?—I do not consider it would be too large for a city like Manchester.

3581. Have you any other remark you wish to make upon that subject?—I wish to draw attention to the position of the school of art in a city like Manchester.

3582. We had rather not go into too great detail. Have you any general questions you wish to put before the Commission?—No. I am prepared to answer any question that may arise.

3583. (*Mr. Cockburn to Mr. Alderman Hoy.*) You have had a large experience of city council work?—Yes.

3584. You know the overwhelming amount of business that falls into their hands?—Yes.

3585. You know the variety of qualifications which a man must possess and which the electors look for, and yet in the face of all those facts you see no difficulty whatever in the city council in Manchester, and consequently, taking a statesman's point of view, of all other city councils in the country and county councils, adding on to their other functions the duty of caring for Primary Education and Secondary Education. Do you see no difficulty about that?—My view is rather that of a councillor than an educationalist. I mean to say I think it is to the public advantage that the central authority of a district should be strengthened, and its duties should be such as to induce those persons who are best able to serve the public to come into it. That is the view that I take. Then there is the further advantage, which I consider very considerable, of reducing the number of elections. In Manchester, for instance, at the present moment—and I suppose every authority is in the same position—we incur odium, through the addition, over which we have no control, of the school board rate to our estimates, and which is consequently added to the precept which the corporation issues to the overseers. It ought never to have been so; the school board ought to have

sent direct to the overseers. But it has been done. The school board election is to me an anachronism, but it is added to the other elections, and then there is the election of guardians. I think eventually you would get a strong central authority that was capable of the whole work, and you would simplify the elections, which at the present day are ridiculous in their number and do not result, in my opinion, as beneficially as the election of a single central authority would.

3586. Would Manchester have any objection to assist still further to produce this unification which you think so desirable. Would they be willing to become merged in South Lancashire altogether?—That is a question of the kind of work an authority can do. I should say myself that Manchester and other places of a similar kind have amply illustrated the value of the work that has so far been entrusted to them, and their capacity for continuing it.

3587. Then you do not see any advantage in having a man elected exclusively for the purposes of education, be it primary, secondary, or university, over having a man elected to look after gas and water and all that sort of thing?—No, I do not.

3588. (*Mr. Yoxall.*) Under the system you have sketched I suppose you would contemplate the provision of an educational committee of the city council to deal with the education within the area?—Certainly; of course. That is the way in which the work of a council is done.

3589. May I ask how you would expect that that committee should consist of persons expert in, and specially devoted to, education?—I should hope that the work would attract such.

3590. But unless they were accidentally elected for other reasons they could not be placed upon that committee?—I think that the public are sufficiently alive to what is required to elect any person of character, standing, and ability in a special direction.

3591. But supposing that were not so, and in order to guard against the possibility of it not being so, would you be disposed to admit the co-optative and representative principle from outside authorities as counterbalancing that difficulty?—I should not see any objection to that myself.

3592. Among other objections to school boards, you include the cumulative vote?—Yes.

3593. (*Mr. Fenwick.*) Would you think of increasing the number of your representatives in any way?—No, I do not think I should. We have already 104, which is a sufficiently large number.

3594. Do you think that is quite sufficient to attend to all the duties of the city, including education?—Yes, with the advantage of co-optation, I think I should add that.

3595. (*Dr. Wormell.*) Are you aware that most people who advocate a local authority for education, also advocate a central authority under the Minister of Education?—That is of course the system at present in vogue, is it not?

3596. Yes, as regards elementary education. If the body charged with the care of education also has charge of other things, cannot you foresee some difficulty as regards the ministers under whom that body will have to work?—No, I do not. Of course that would be to pronounce one's own condemnation.

3597. (*Mr. Lyttelton.*) Do I understand that you contemplate that the education committee of the council should have power to add to their number?—Yes.

3598. What sort of number would you contemplate the whole of the educational committee would be?—It would be quite large enough if it numbered, as at present, 36 members. I think it is too large as it is now.

3599. And do you think that that committee could work well under a central body supervising all education in England?—Yes; I see no reason to think otherwise.

3600. (*Mr. Llewellyn Smith.*) Would you go so far as to make co-optation compulsory upon the committee, or would you simply give them the power to co-opt?—I feel so sure that the power to co-opt would be accepted, that I think that would be sufficient.

3601. Are you satisfied that it would be always exercised?—Yes.

3602. Has that been the case in most of the technical instruction committees?—I think so.

3603. It has been so, at all events, in Manchester?—Yes, we have it in both ways in Manchester.

3604. What is your experience of working with the two systems as regards popularity?—I do not think there is any difficulty there.

3605. You do not think there would be any difficulty in making it a statutory obligation?—No, I do not think there would.

3606. With regard to what you said about reciprocal capitation fees; on whom would you make it compulsory?—On the authority receiving money separately. They would be the county boroughs and the county councils.

3607. Do you mean that you would make it compulsory on counties to pay to a neighbouring county on behalf of students from its area who attend the schools in such county?—Yes.

3608. Whether or not it recognised those schools as efficient?—Well, I should assume that the scholars would not go a very great distance to schools which were inefficient.

3609. You think that practically there would be no difficulty?—I think not.

3610. With regard to this committee of co-ordination, the constitution of which you sketched to us, has it any powers?—It has no powers. For instance, if it came to a decision, it would have no power to enforce that decision.

3611. Has it a definite reference?—None at all. It has been formed simply on the suggestion of the technical instruction committee.

3612. To talk matters over?—Yes, to talk matters over and see if they can help the cause of education generally in the district.

3613. Is it hoped that it will develop into a permanent body?—That was spoken of at the first meeting on Saturday morning.

3614. It is a committee advising the bodies who appointed it as to the margins of work?—Yes, the limit of work is one of the subjects that we inquired into.

3615. (*Dean of Manchester.*) As regards the committee of co-ordination, to which you alluded in such very kindly terms, would it not be true to say that whilst it has no power it certainly has very large influence behind it?—Yes, that is so.

3616. And probably that influence may be even greater than a power which might possibly be resisted?—Yes. It is an influential committee undoubtedly, and very representative.

3617. Now, with regard to the local authority as far as I have been able to follow you, would you put under that local authority, however constituted, all foundation schools as well as any schools that might be supported out of the rates?—My opinion is that where money is taken from the rates or taxes it should be within given areas controlled by one authority.

3618. I understand that Mr. Reynolds would comprise the university or university colleges under such an authority. Of course some universities and some university colleges derive no money either from the rates or the

Exchequer, and therefore they could not fall under your authority?—No, I cannot rise to that, I must say.

3619. (*To Mr. Reynolds.*) What is your view with regard to your idea of the authority?—I had in mind Manchester, and I think Manchester would gain enormously by a central educational body which would include the work of the elementary schools and the universities also.

3620. You could not legislate for Manchester only?—Of course not.

3621. You spoke of an educational authority which I understood to be a national educational authority. (*To Mr. Alderman Hoy.*) Have you such a very strong objection to representation and liking for co-optation that you would prefer co-optation to representation?—Do you mean that I would prefer a body partly composed of co-opted members against a separately elected body?

3622. You said that the members, other than members of the borough county council (the 12 you specified), should be co-opted by the 24 and not representative. Are you so antagonistic to the principle of representation?—I am so in favour of the simplification of elections and of anything which will make local work more attractive to the best men, that I may say "Yes" to your question.

3623. Do you think it would be the means of getting into a city council, composed like that of Manchester, of men of various capacities, men of a higher class, speaking from the educational point of view?—Yes, I think so. On the other hand, I should not fear to trust the council as it at present stands with such work.

3624. (*Sir Henry Roscoe.*) I believe you have paid some little attention to the arrangements in other county boroughs. Have you any remarks to make upon that subject generally and not with special reference to Manchester?—No, I have not.

(*Sir Henry Roscoe.*) We are much obliged for your evidence.

The witnesses withdrew.

Miss BLACKMORE called in and examined.

ROAN SCHOOLS FOR GIRLS, GREENWICH.

3625. (*Dean of Manchester.*) You are the Headmistress of the Roan Girls' School, Greenwich?—Yes.

3626. Would you kindly tell us as briefly as possible what the nature of your school is?—It is an ancient endowment founded in 1643. Some money was left by John Roan to educate a certain number of poor children. I do not know whether he said boys and girls or only poor children. The money was left to clothe and educate them for a certain time. This endowment became badly managed I suppose, and the Charity Commissioners reorganised it in 1873.

3627. And I suppose they gave you a scheme?—They gave us a scheme, which is rather peculiar in its clauses. Some of them are different from the clauses that are found in most schemes. Our prospectus says: "This "school has been established, under the authority of a Royal Commission, "by means of the funds of an ancient Endowment, which now produces "about 2,000*l.* a year, and is under the superintendence of a body of "Governors appointed to administer the Endowment, out of which "valuable Scholarships and Exhibitions are provided."

WORKING OF SCHOLARSHIP SYSTEM IN CONNEXION WITH ELEMENTARY SCHOOLS.

3628. Are the scholarships and exhibitions entrance scholarships?—The scholarships are entrance scholarships, and the exhibitions are leaving exhibitions. There are three special clauses of the scheme of the Charity Commissioners under which our schools are worked, and they have direct reference to the advancement of children who have been educated in public elementary schools. The first clause requires us to admit without limit children without the payment of the entrance fee of 1*l.*, and at half the ordinary school fee, which is 3*l.* instead of 6*l.*, if they can pass an entrance examination, graduated according to age, and not falling below the

fourth standard. The second clause peculiar to our scheme is one which requires us to apply the sum of 150*l*., yearly, to improve and encourage the education of children still attending elementary schools, by providing free evening classes, or offering prizes, or paying school fees. The third clause is like clauses in most other schemes. It requires us to spend 500*l*. a year on foundation scholarships, open to children from elementary schools into our school, providing free education and money payments. Many endowed schools have free places and foundation scholarships, but I know of no other with clauses like the first and second I have quoted.

3629. Do these several clauses operate satisfactorily in your judgment?—With regard to the working of clause 1. When the scheme was first made, in 1873, it was probably considered that children of the poorer classes only would avail themselves of the public elementary schools, and these clauses were inserted to benefit the poor. In the first year after our opening, 28 children entered at half fees; the number increased each year until it is now 140; and more than 600 children thus privileged have passed through some parts of the school; the larger proportion of them are not of poor parentage, in many cases the elder sisters have been full paying scholars; the children are well dressed, well fed, their fees are paid mostly by cheques, they live in good houses and their general appearance is prosperous; the parents have sent them to the elementary schools for three years on purpose to qualify for entrance into our school. Formerly many failed each term to pass our entrance examination, and in many cases the parents at once paid the full fee. The entrance examination for non-elementary scholars is, of course, much easier than that for elementary scholars. In one term 26 of these children failed in it and 13 entered at once without question, and paid the full fees.

3630. Then you think that those children come largely from the class who do not need this eleemosynary benefit?—A large number of them.

3631. And it is passing therefore out of the region of its first intention?—I think evidently; I would not say entirely because in some cases the parents have put aside their pride to a certain extent and sent their children to the elementary schools because they are not well-off, as in the case of poor professional people with large families.

3632. No doubt there are a good many clerks?—Yes, city clerks with limited means.

3633. At the same time with regard to the question as to whether the objects are being met, you do feel that there is a departure from the original intention?—Yes. Now, these children come better prepared, and the failures are less; but since the passing of the Free Education Act I do not recall a single instance of the offer of the full fee. If the child fail she is sent back to the free school to try again later at ours, or to finish there altogether. A certain proportion, however, come from homes where the parents are evidently making great efforts to give their children the benefit of higher education; many are poor, little, undersized, pallid creatures, very deficient in physique, often with brain power abnormally developed. Their mid-day meal is meagre and not nutritious; they do not care for play, are anxious to learn, but their stay in the school is short—and they gain little real benefit from their new knowledge, as it is very superficial.

3634. Then whilst a great many parents who do not need it are using this endowment for their children, on the other hand there is a large contingent who do need it?—Again it works I think rather badly, in the sense that there are many parents who could afford to pay the 3*l*., or half fee, who would send their children to us and not to the elementary school at all, if we could admit them at the half fee.

3635. They are not obliged to send them to the elementary school, are they?—Yes, if they wish them to be admitted on the 3*l*. scale.

3636. That is one of your points?—Yes.

3637. And is there no means of avoiding that?—I think the Charity Commissioners would have to modify the scheme. Of course the conditions are changed altogether since 1873, when the scheme was made.

3638. What is the nature of the trust?—It is in the hands of 16 governors. The number is to be increased by representatives of the London County Council, and I do not know how many we shall have in future. Two have been accepted, and it is possible we may have one or two more according to the grant we may have. The London County Council offered us a grant on certain conditions.

3639. Then the composition of the governing body is mixed?—Yes. There are four members appointed by the Charity Commissioners, the old Feoffees, who co-opt as vacancies occur; there are four co-opted; and four London School Board members for the Greenwich division are *ex officio* members, and there are eight representative governors.

3640. And are the trustees cognizant of the circumstances that you have detailed to us?—Yes, I have brought it before them very often.

3641. Are they disposed to alter anything?—No, I think not at present. Now I should like to say something about clause number 2, which is rather peculiar, with regard to applying the sum of 150*l.* annually.

EVENING CLASSES.

3642. Will you give us your views on that?—For 15 years we have had free evening classes in subjects not usually taught in board schools, and they were for many years well attended, especially by children from the poorer schools in Greenwich. There were four or six classes a week and the subjects varied, but history, geography, and drawing were always the most popular. We have discontinued them this year, as the numbers have diminished more and more since the London School Board has established evening classes. We also give valuable prizes annually out of this fund, which are open to competition only to children who have attended elementary schools in Greenwich, for subjects taught at their own schools. Both for evening classes and prizes, the candidates must be children of Greenwich. Before fees were abolished no child ever applied to have them paid. Part of the 150*l.* might have gone before to pay fees for poor children, but they were never asked for. The prizes are books, watches, desks, and work-boxes; money itself is not given, but prizes to the value of 15*s.* to 2*l.* are given. A considerable number of prizes has been awarded each year. It is not decided what will be done with the extra money now. We could not apply it all to prizes.

3643. Have you regretted the competition with regard to the school board?—Do you mean with regard to the evening classes?

3644. I understood you to say they have rather superseded your classes?—I think our classes were liked better than the board school evening classes, as far as I can judge. The children enjoyed the novelty of the higher school, and probably the teaching was more interesting. I only know a little of the working of the board evening classes from talk with the teachers. Unfortunately, I have never had time to visit any of the classes, but I do not think the children, especially the girls, are sufficiently attentive.

3645. Then with regard to the evening continuation schools?—Of those I am not able to speak, but with regard to our own evening classes, the results have been most satisfactory. I have personally organised them from the very beginning, and superintended them. I have never taught in them, but have arranged the syllabus of work and listened to the teachers, who have always been those on our own staff. I have conducted the examination every year, and the result has been most satisfactory.

CLASSES OF CHILDREN ATTENDING ELEMENTARY SCHOOLS.

3646. (*Mrs. Bryant.*) I suppose it is your opinion and your experience that a very large number of middle class children attend the elementary schools?—Yes, a very large proportion. From some of the poor schools the children never come either to compete for scholarships, or exhibitions, or prizes. They have no chance. All these things are carried off by the children of the people who are rather better-to-do. There are schools in

our neighbourhood where the children are constantly taken and fetched by servants; some are taken and fetched by pony traps, or have cabs sent for them, if it is a wet day. In one school 20*l.* was subscribed by the children for the Poor Children's Dinner Fund in poorer schools last winter. The children attending the free schools vary in social position very much.

3647. (*Dean of Manchester.*) You yourself would be disposed to suggest some remedies for all this, if you could?—It is a very wide question.

3648. It is a great advantage to the Commission, when we find a peculiar case like this, to have the benefit of the view of the person, who, of all others, is best competent to make some statement about it?—In the first place, it seems to me, that the children attending these better class second grade or higher grade schools might pass on to secondary schools with small fees earlier than they do, if they are to pass on at all.

3649. (*Mr. Sadler.*) Might I ask Miss Blackmore whether she has ever noticed what becomes afterwards of those ill-thriven children, who get so little benefit from their Secondary Education, and who come up, as I understand, from the elementary schools?—Some of them go back, after being with us two years, as pupil teachers in the board schools. They often develop a certain amount of intelligence, and the teachers of the board schools will willingly have them as pupil teachers. A great many of them go to their homes, I think, and simply work in them. Others enter various shops; many of them become book-keepers in the large shops in the neighbourhood. There are always people applying to me to ask if I can recommend young girls as book-keepers.

3650. I suppose, in all those occupations, the lessons they have had in your school have probably been of help to them?—Decidedly.

3651. You are influencing the future of teachers in primary schools, and probably influencing the future of book-keepers and clerks in the district?—I am afraid that, with regard to the children who leave early, we are not influencing them very much. With regard to those who have stayed with us a considerable time, having won scholarships, and who then become pupil teachers, they are decidedly improved.

3652. Do you think there is a danger of our encouraging too many children to enter upon a course of advanced education?—Yes, decidedly.

3653. You were saying that in your school you got the younger children of parents who had previously paid the fees of the elder children?—Yes, the full fees.

3654. Might I ask whether you think that getting their education free for the younger children sets so much of the parents' income free to give greater advantages to the children so educated?—In some cases, I could not say how many. There is a great deal of depression in Greenwich at the present time. People are not so well off as they were 10 or 15 years ago, and perhaps that is another reason why they send their children to the elementary school first.

3655. (*Dean of Manchester.*) Is that depression likely to be permanent?—That is impossible for me to say.

3656. You can always tell, I think?—I think it likely to be permanent depression for Greenwich.

3657. (*Mr. Yoxall.*) I understand you think that the middle-class parents in Greenwich send their children to elementary schools for the sake of economy?—Not Greenwich proper only, because we have children coming from a wide area by train, to take advantage of the lower fee.

3658. You think they run the risk of the disadvantages that are frequently understood to attach to elementary schools, for the sake of the 3*l.* a year economy?—I think so, and to compete for scholarships.

3659. Might I ask if you could tell me what were the Charity Commissioners' reasons for the very unusual clauses in the scheme?—I have never been able to discover, probably because the money was originally left for the education of poor children.

3660. Can you tell us why the entrance examination is easier for those scholars who do not come from elementary schools than for those who do?—Because the remission of half the fee is supposed to be a kind of scholarship. It is not for every child who has been to an elementary school. It is really to get the children of the greatest ability.

3661. You say that the entrance examination for those who have not been to elementary schools is deliberately made easier than it is for those who have?—Yes, we could not keep our school going otherwise.

3662. Non-elementary scholarships are a limited number, and the other unlimited. Is that the point?—I am not sure if I quite understand you. We are obliged by our scheme really to admit all elementary children that apply, before non-elementary children.

3663. At half fee?—At half fee; but if we had the whole school full of children at half fees, we could not carry on the school. We should be bankrupt.

3664. Then there is a scholarship for the "elementary" child?—Yes additional scholarships, with a considerable money payment in each case.

3665. (*Dean of Manchester.*) Are there any trustees other than men of this girls' school?—Yes; there are two women at present, and there will be a third appointed by the London County Council.

3666. Are they equally averse to any change with regard to this matter?—This point has come up for discussion several times lately, since the number of elementary children has increased so largely, and we have found that our funds are getting seriously crippled; but no steps have been taken yet to alter it in consequence of the hope that there would be a grant given to us by the London County Council that would put our finances on a suitable basis. If we should not get that I think there is not the slightest doubt that the governors will be obliged to apply to the Charity Commissioners to reconsider that clause with regard to the unlimited admission of elementary scholars.

3667. (*Mrs. Sidgwick.*) You have not enough money to pay your teachers?—Not so well as they ought to be paid, and we are cramped in other ways. If we want to have any improvements in the building or any additional apparatus of an expensive kind there is considerable difficulty in seeing where the money is to come from.

3668. Are you able to provide a sufficient number of teachers for the work of the school?—Decidedly not, I think. We are staffed, one teacher to 40, not including the headmistress, and we have one or two extra teachers for special subjects, some hours for French, German, drawing, and so on. But my experience is that 40 pupils to a teacher in a secondary school is too large a number, and for the upper classes especially.

3669. Thirty would be a better number?—Thirty would be better than forty.

3670. So that what the children gain in scholarships, they to some extent lose in the efficiency of the school, you think?—I hope not. But it is very arduous work. I teach more than a great many headmistresses. I think, as regards numbers of staff, all secondary schools should be dealt with more liberally; but I am sure our school does not suffer in efficiency, as I can show you by our results.

3671. Do you think the teachers suffer?—I think the teachers suffer. I am afraid they have not as much free time as they ought to have.

3672. (*Dr. Wormell.*) I think you said there were two entrance examinations of different standard for different classes of competitors. Is that so?—Yes; it would be similar to a scholarship examination. If you were giving scholarships you would have a higher standard for those who were going to win them to go into a school than for those who were going to pay full fees. So the half fee is supposed to be a kind of scholarship. It is not for every child who has been to an elementary school; but the examination is simply founded on Code subjects.

3673. (*Mrs. Bryant.*) Then your experience of elementary children would be of children that are within the scholarship standard—I mean that the elementary children who come to you must present a degree of intelligence and attainments rather above the average for an elementary child?—Yes.

3674. (*Mr. Fenwick.*) Did I understand you to say, in answer to a question put by Mr. Sadler, that there was some danger to be apprehended by encouraging too many children to go into Secondary Education?—Perhaps it is not quite right to say, encouraging too many. Encouraging those who are not quite suited to carry it on would be better.

3675. (*Mr. Hobhouse.*) What standard does your examinations for the admission of these elementary students correspond with?—They must be able to pass subjects in the fourth standard between the ages of 10 and 11; in the fifth standard between 11 and 12; in the sixth standard between 12 and 13; and after 13 I may put some extra specific subjects.

3676. It is graduated according to age?—Yes, it is graduated according to age, not falling below the fourth standard.

3677. Is this all fixed by your scheme?—No, the governors, together with myself, have fixed that. The scheme simply says it is to be graduated according to age.

3678. I presume you might limit your numbers if you thought it desirable to do so by raising your standard?—We could do that; we did that some time ago, but unless we made it prohibitory that would not have much effect now, because the children are much better taught in the standards than they used to be.

3679. And it might lead to mere cramming?—It might. Any child of ordinary ability can now pass our entrance examination at the graduated age.

3680. Now I want to know whether, in your opinion, there are any other means than that provided by examination of children in the elementary schools that could be adopted for selecting for entrance on these lower terms children who really require the aid, and not admitting those who did not?—Yes, I think that the leaving exhibitions or leaving examinations from the elementary schools if they were fairly done by the heads of schools would be more satisfactory.

3681. You think they might be substituted for the entrance scholarship into your school?—Yes; the teachers ought to know the children who would benefit the most by Secondary Education.

3682. And your proposal would be that a limited number of leaving exhibitions should be assigned to the different elementary schools in Greenwich, by means of which they might send their best scholars up to your schools?—I should like to have an entrance examination as well—a second test by the authorities of the secondary school.

3683. You would not like to trust entirely to the elementary school?—I think it would be more satisfactory to have a second test.

3684. (*Dean of Manchester.*) Do you think they would be willing to send their scholars?—I think not. It is human nature not to like to part with the most promising scholars.

3685. (*Mrs. Bryant.*) It is the experience of the Grey Coat's School for girls at Westminster, is it not, that where they have that method of award there is that difficulty?—I have heard that the heads of the schools very often do not bring it under the notice of the children. They do not want to lose their best children.

3686. With regard to methods of award, would you be in favour of a limited number of scholarships being given, not as leaving exhibitions from the elementary schools, but as entrance scholarships to your schools?—Do you mean full scholarships, or the 3*l.* remission of fee, because they are two distinct things that we have been talking about? A good deal that we have been saying before has been about the remission of the half fee.

3687. The number of half-fees is unlimited?—Yes.

3688. If these financial difficulties are to be removed the number will have to be limited?—Yes.

3689. But that would not remove the difficulty with regard to middle-class children, but only with regard to poor children?—I do not think we can touch that.

3690. Except by a poverty test?—Yes, that is the only thing. I should like to add a *viva voce* examination to a scholarship examination, and I think, in addition, a health examination would be a very desirable innovation, to see that children are fitted in health to bear the extra work and strain.

3691. (*Lady Frederick Cavendish.*) I think you said you had an exceptional number of very delicate underfed children?—Not an exceptional number, a certain proportion.

3692. (*Mr. Lyttelton.*) What do you mean by the extra strain. Do you mean the extra strain of secondary school life?—The extra work that they have to do in the evenings. They have to do more work than in ordinary elementary schools if they are to do justice to Secondary Education.

3693. And there is no health test of any kind now, is there?—No. I think especially a sight test would be valuable. I find that many children are very weak in their sight, and sometimes break down altogether after they have had more work to do for a short time.

3694. Have you many girls removed on account of ill-health before their time?—Not a large number. I am particularly careful in watching delicate girls, and stop work if I see any danger, giving them spare time and cutting off some of their lessons. With regard to the award of scholarships, I should like to see them only given at first for one year, to be renewed under certain conditions for a second, a third, and a fourth year. Those conditions should be more stringent than the present rule of "maintaining a reasonable standard of proficiency." That rule is in nearly all the schemes, I think. I have found children who have passed an excellent examination in the mechanical standard subjects drilled into them quite unable to do really good work in higher subjects, such as languages and mathematics, and after the scholarship is awarded for three years it is most difficult to deprive the scholar unless for grave causes.

3695. (*Dean of Manchester.*) Is that all that it occurs to you to say upon that point?—There is one thing that I should like to say. I do not know whether it is quite right to say it here. It is this. It is to be hoped that the London Technical Board will not reserve a certain number of their intermediate scholarships for their "minor scholars," as is suggested. These children will have had two or more years Secondary Education and should compete with others in a fair field otherwise there is danger that the standard of examination will be lowered to suit them or scholars of inferior ability will be elected. A clause should be inserted in all schemes to prevent cumulative scholarships, and a poverty or circumstances statement, to secure that the really deserving win, not those who can afford to coach as is too often the case; throughout the whole educational scale endowments, I believe, are more and more absorbed by such candidates. It would be also a great boon to the poorer secondary schools if there were a fund to provide bursaries, or pay the fees of deserving children, whose parents cannot afford to keep them longer at school without such help.

3696. (*Mrs. Bryant.*) Then I take it that your general view about these scholarships which are intended to benefit the poorer classes is that they should not be limited to children from elementary schools, but that there should be a poverty test, and that they should be awarded on open competition?—Yes, that is my opinion.

3697. Throughout?—Throughout, and I especially object to the cumulative scholarships.

3698. (*Mr. Lyttelton.*) Have you thought out any scheme whereby a poverty test would work satisfactorily?—It is one of the most difficult things, and I have not thought it out. One must of course rely upon people's consciences. It seems to me that such a scheme as that issued by Christ's Hospital is a very fair one in which not only the income of the parents, but also the number of the children, are to be taken into account. I think the circumstances ought to be taken into consideration as well as the income, and that involves the number of children who are dependent upon the father.

3699. (*Dr. Wormell.*) I am not quite clear as to your objection to the London County Council's scheme for intermediate scholarships. I think the committee of the county council simply permits scholars from elementary schools to compete for those scholarships along with the scholars from secondary schools. Is not that so?—I cannot speak of it as regards the present. It is all right this year, and next year, but in the circular issued by the London Technical Board they have put in a suggestion to this effect: it is possible that in the future a certain number of these scholarships will be reserved for the board's minor scholars. That I think is unfair. If the board's minor scholars have had the advantage of Secondary Education, they ought to be able to win the intermediate scholarships by their own abilities, and not have them reserved. They would be close scholarships in fact.

3700. Is not there this advantage, that you give a greater benefit to the minor scholarships if a scholar is allowed to compete?—I wish them to compete on equal terms.

3701. Supposing there were 100 minor scholars in secondary schools, and five intermediate scholarships were reserved for competition amongst those 100 afterwards, would not that add to the value of the minor scholarships, and so probably induce the abler children to compete for them on that account?—I still maintain that they should compete openly with the rest of the children at the schools. That is my opinion. If they want them they will be all the more valuable to them. They are not prohibited from trying for them.

3702. (*Dean of Manchester.*) In your summary you speak of cramming. Do you mean cramming for scholarships?—I think there is a great danger of clever scholars being crammed for scholarships. I have had some serious cases of illness, and children breaking down afterwards. Therefore I suggest that the subjects for award for scholarships from elementary schools should be chiefly the Standard Code requirements for the year, with either history or geography (both would be better) added.

NEED FOR BETTER CO-ORDINATION OF WORK IN ELEMENTARY SCHOOLS.

3703. Now, with regard to your suggestions as to the best means of co-ordinating work in elementary schools to ensure less loss of time in transference to secondary schools?—If the system is to be complete without regard to fees, and progression only by ability, leaving exhibitions rather than entrance scholarships would be the best method of selection, but there should be some non-competitive test at the new school. Ten or eleven would be the best age in this case. If transference from the elementary school to the secondary school is to be the result of competition, 12 is young enough. History and geography should be compulsory. Elementary science, except as object lessons, and French, should have no place in elementary time tables for children under 12. These subjects are absolutely worthless as at present taught to girls—I cannot speak of boys. Elementary geometry would be more valuable to promote thought and intelligence. Girls also spend too much time on needlework and mechanical writing—occasionally on drawing. I would have more time spent on composition, verbal questioning after reading, and other subjects which develop intelligence—but the large numbers in classes at present prevent this for want of time. It is very difficult to allow time in a large class for children to collect their thoughts to answer. Even if they know the answers to questions they cannot put them into words quickly enough for the teacher to get round a large class.

3704. You mean large classes in elementary schools?—Yes. I have seen some time tables lately in elementary schools, and have found five and four hours each often given to arithmetic, writing, and needlework. In one case four hours were given to drawing. In entrance examinations I find the arithmetic good in the standard the child is then working in, but back rules and principles are not well understood. It often seems as if they had been taught how to do things and not to reason why they do them. I have heard it mentioned that children like what is called elementary science. I think they like seeing the experiments: not the thing itself, especially under the age of 12. The technical language is exceedingly difficult, and in papers that I have had offered me, in what are called elementary science subjects, children use their terms in the most absurd manner, and statements are very often much confused without any real logical conclusion or explanation.

3705. (*Mrs. Bryant.*) Then as regards the important question of age in coming from elementary schools to secondary schools, you think it ought to be as low as 10 or 11, unless the children who come up are scholars, and therefore exceptionally bright. Is that your experience?—Yes, I think so.

3706. But you would admit I suppose that there would be great difficulty in selecting them at 10 or 11. You would not propose to select scholars at that age, would you?—I think it is scarcely fair. I have had large numbers of children on the half-fee principle at 10, and by the age of 12 there is little or no difference between their acquirements and the acquirements of children who had been trained by us throughout, if they are intelligent, because they have been taught to spell and write well. The reading is fairly accurate but very bad in expression as a rule.

3707. If the scholars come to you at 12 years do you not find it difficult to fit in their work with the work of the other children?—No, I do not. I think the answer to that is given in what I have to say with regard to the effect on tone and work by admission of such scholars. By that I mean elementary pupils, not simply holding scholarships, but any of those I have been speaking of. First, as regards the admission of such pupils in large numbers. When admitted over the age of 13, the tone and work of the classes are distinctly lowered for a time; they are bewildered by the many new subjects, and unless careful arrangements are made in the time tables and their home lessons they become discouraged, or resort to unfair means to supply deficiencies. They are as a rule dull in grasping anything but the mere words of their lessons, the vocabulary is limited, and they have little or no power of expression. This is, however, only temporary; the improvement in mind and manners is very soon marked, the really intelligent girls adapt themselves quickly to the new conditions, and are often the most earnest and persevering students, especially in the subjects new to them. With specially selected girls who enter with scholarships, there is little or no effect on the tone of a class; they rapidly acquire the manners of their schoolfellows; their earnest efforts to take and keep a good position are most praiseworthy, and they prove a credit to the schools. I can find no evidence of exclusiveness on the part of the other girls. I have very rarely had a failure in one of our own Roan scholars. The present captain of the school is one of them: she has been with us five years; has passed both junior and senior Cambridge Locals in First Class Honours; has gained the Roan Leaving Exhibition of 45*l.* per annum for three years, and won the Reid Scholarship tenable at Bedford College, value 46*l.* 10*s.* 0*d.* She will study for the London degree of B.A. This is one instance of a complete ladder. Five girls only, out of over 600 from elementary schools have passed from us to a university career, and from inquiries I have made, one in a hundred is about the average. Probably a larger proportion of boys are able to benefit more fully by Secondary Education, as they are more considered in their homes, and are not called upon for the many duties that lower middle-class girls are expected to perform after school hours.

3708. (*Dean of Manchester.*) You have a considerable mixture of what we might call social classes in your schools, have not you?—Yes.

3709. Do you find that works comfortably?—We have very little trouble in our school. We have so many elementary scholars in the middle part of the school that they work well together, and in the upper part of the school a girl holding a scholarship is usually so bright and intelligent that she is looked up to for her ability. The teachers are watchful, and we are all careful to check anything in the way of class prejudice, so I have little trouble.

3710. (*Mrs. Bryant.*) I suppose it is your experience, as it is in most of the girls' schools in the country, that contrary to all expectation girls show very little of that exclusiveness?—In the middle class, I believe that is so, except in some high schools.

3711. (*Lady Frederick Cavendish.*) Do elementary children come up at the beginning of every term as a rule?—Yes.

3712. You said there was not so much dislocation. Is there sufficient to hinder your school work?—With regard to my school I have been able to make special arrangements. I have a certain number of student teachers, and I always arrange special classes for the elementary scholars in each term. I omit some of the subjects that they are pretty well grounded in to give them more time. For others there is not so much dislocation in the schoolwork.

3713. What proportion of the girls in your school come from elementary schools?—We have at the present time about 140. That is about two-fifths. There are 338 in the school. We began with 28 only; we increase every year, and I suppose we shall go on in the same way.

3714. What system of religious instruction have you?—We follow the Cambridge syllabus, and work with the conscience clause. We do not teach the Prayer Book or the Catechism. To open school we have a school prayer and the Lord's Prayer, we read portions of the Psalms taken from the Bible. I and the children read alternate verses, and we sing a hymn.

3715. Do many make use of the conscience clause?—Very little, we have had one Jewess in 16 years; and now five Roman Catholics, who have asked to be excused.

3716. And does it work smoothly?—Yes.

3717. Do not any other denominations make use of it?—No.

3718. (*Mrs. Bryant.*) You say you take the Cambridge syllabus. Do you work two alternative subjects under it?—We take the Gospels and the Epistles for the seniors, and the Gospels and the Acts for juniors, but we alternate with the old Testament for a change.

3719. Without going into details I presume you have two religious subjects going on, that is another one alternating with the Prayer Book so as to give a course suitable for Nonconformists?—The Nonconformists always take the ordinary Scripture course; the Prayer Book is not taken at all.

3720. (*Mr. Yoxall.*) Going back to what you said as to the development of the children from the public elementary schools after a certain age, in your school, I am afraid that the impression left on the mind of an outsider reading your evidence would be, that all the credit of that was due to your school, and that there was no credit due to the school that had prepared the way. I am sure you would not mean that?—No, but certainly the children do adapt themselves very quickly to the altered conditions.

3721. And you assume that to arise from some of the training given them before they come to you. They must have been qualified for that sort of thing by the previous training to some extent?—Yes, to some extent probably.

COMPARISON OF EXPENDITURE OF PRIMARY AND SECONDARY TEACHERS IN

3722. (*Mr. Jebb.*) Do you desire to say anything on the subject of the comparison of expenditure of a primary and secondary teacher in preparation for the profession?—I have not very much to say upon that point, with the exception that it seems to me that we ought to take into account

in any scheme of Secondary Education, the money that is spent on the higher education, and in preparation for the profession, with regard to the salary that is paid a teacher for her work. It has always appeared to me very unfair that so much is done for the elementary teacher, both in payments during pupil teachership, and in assistance at the training college. Now under the London School Board especially, an elementary teacher with a good certificate is able to start at 85*l.* a year at the age of 20, and at 22 be earning 90*l.* a year. A secondary teacher pays high school fees for four years, from 14 to 18; goes to college for three years, which costs a large sum; then for, perhaps, another year to a training college, and, at the age of 22, when she has finished, she will start only at the same salary as an elementary teacher is getting. I will not be quite certain of my figures, but this is something like it. An elementary teacher has received 216*l.* at the age of 22; a secondary teacher has paid about 500*l.*; and they both are earning the same salary, the one having spent a large sum, and the other having received. It really amounts to a difference of about 700*l.* I think that expenditure ought to be considered in the salary of secondary teachers.

3723. (*Mr. Yoxall.*) How do you make out the 216*l.* that you say an elementary teacher has received?—First year pupil teachership, 8*l.*; second year, 13*l.*; because if she is a clever girl she gets 5*l.* advance; the third year, 20*l.*; the fourth year, if she passes first class, she gets an extra sum, which makes 30*l.*

3724. Are you referring to any special school board?—I am referring to the London School Board, and I stand open to correction about the figures.

3725. That makes 71*l.* as far as you have gone?—Yes. Then she goes to training college for two years, and she pays only 25*l.* towards her two years' training. Then she begins work at 20—from 20 to 21 and is paid 85*l.*; then from 21 to 22, 85*l.*, and at the beginning of her third year's service she will get 90*l.*

3726. Then your 216*l.* is in salary or wages for services rendered?—Yes.

3727. Is it a fact that no student teachers in girls' high schools ever receive salaries?—It is very rare for them to do so. I could scarcely say that it is never so, but, I think, it is a very rare thing. They sometimes pay a less fee, but I am not speaking of student teachers, simply of an ordinary school career. I am taking the number of years from 14 to 18.

3728. (*Mrs. Bryant.*) Student teachers are very rare in high schools, are they not?—They would not begin until the age of 18, when the elementary teacher goes to college.

3729. (*Mr. Lyttelton.*) Can you tell us how the salaries of women teachers in your school compare with the salaries of men teachers in corresponding schools?—In our school they are fairly good. We are hoping they will be better. But I make a great point of not appointing a mistress except she is fully qualified, and, therefore, as a rule, my regular form-mistresses are appointed at 90*l.* or 100*l.* a year to begin with; the men teachers in boys' schools are also usually appointed at 100*l.* a year. 100*l.* would be the average. I think at many schools the teachers are not paid so well, but our numbers being large and the staff comparatively small, I impress it upon the governors that the teachers should be paid accordingly.

3730. Are you under the impression that women teachers are paid not so well as men teachers?—Yes.

3731. (*Lady Frederick Cavendish.*) How would you describe a well-qualified teacher. Do you mean one who has been through the university?—Not necessarily, but one who has got a good university local certificate, and has been trained or had good experience.

3732. One or the other?—Yes. I should not take a teacher except she has a good higher local certificate or a university degree. I have not had many teachers from universities. They do not care to work with us,

because we do not take classics far enough. I have at the present time two with degrees, a Girton graduate, the mathematical mistress, who has been with us nine years, and a London B.A., who was educated at the school.

3733. Have you many who have been through the training colleges?—Not many. I have had them occasionally, but I do not find that, as a rule, they are very different from other mistresses who have been in good schools. I change my teachers so rarely that I cannot say very much about that. The average time they stay, I think, is 10, 11, and 12 years. I scarcely ever lose a teacher except to become a headmistress or to be married.

3734. (*Mrs. Bryant.*) With regard to the question of salaries, you said your initial salary would be 100*l.* Could you tell us what the highest salary of an assistant mistress is. I ask that because I think that is where the inequality comes in?—My second mistress has never had more than 150*l.* I think I might get 200*l.* for a second mistress if necessary, but by the time I have had one long enough to require that, she has become a headmistress. The second mistresses begin at 130*l.*, and are raised to 150*l.*, but I think I might get more if circumstances demanded a higher salary.

3735. (*Mr. Lyttelton.*) Do you say that a certain number only of your teachers have been trained?—I cannot quite tell at the present moment how many, but I have had both trained and untrained teachers.

3736. Does your experience lead you to think that there ought to be an extension of training facilities?—Yes, decidedly.

3737. Do you see a superiority in those who have been trained?——

3737*a*. (*Mrs. Bryant.*) I think you said you had not had experience of many?—I have not had a great many. I have not made it a point, but I have been very well satisfied with those who have been trained.

3738. (*Mr. Yoxall.*) Other things being equal, you would prefer a trained teacher?—Yes, I should prefer a trained teacher, other things being equal. Of course one has to consider all the circumstances. No training will make an incompetent person into a good teacher. Unfortunately that is what in years gone by has been rather the idea; many teachers who have been failures have gone to the training colleges thinking they would certainly be successful afterwards.

3739. (*Mr. Lyttelton.*) Have any of your teachers been trained anywhere else than in training colleges?—I have had two teachers from elementary colleges, also student teachers who had been trained in other secondary schools.

3740. Is there any unwillingness among the women teachers to be trained?—Not if they could be trained without paying more money, but the difficulty is that they have very often spent all their money in getting their degree or their professional knowledge, and they cannot afford the extra time and the extra money for training.

3741. It is time as well as money, is it?—I think they would give the time if they had the money.

3742. (*Mr. Yoxall.*) Do you think there would be any objection on the part of teachers in such a position to accept training largely provided, as far as the cost is concerned, by the State, or municipality?—I should think not.

ADVANTAGES OF PUPILS FROM SECONDARY SCHOOLS BECOMING PUPIL TEACHERS IN ELEMENTARY SCHOOLS.

3743. You think there would be no pride to block the way?—I should think not; in my opinion they would be only too glad if it were offered in the form of scholarships.

3744. (*Mr. Jebb.*) What do you consider to be the advantages of pupils from secondary schools becoming pupil teachers in elementary schools. How would you sum up the advantages?—I think the advantages would be very great; the present system is that the children are educated in elementary schools; they are trained in elementary schools, and they are

sent to elementary training colleges. They have to go on in the same groove over and over again, seeing exactly the same people in the same walk of life, with the same thoughts and the same ideas. If they left the elementary school, and had four years' teaching in the secondary school, they would get better-educated friends, have a much wider knowledge and breadth of culture: they would break off, so to speak, from the continuity of the elementary education, and have a broader development in every possible way. I think there should be also training colleges for secondary and elementary teachers together. I never could see why there should be the strong line that there is, except for the expense. The State has done it for the one and not for the other. In a properly arranged system it seems to me that there is no reason at all why the training colleges should not suit both the elementary and the secondary teachers. The pupil teachers go from our secondary schools to elementary schools. A great number of them do that. I think our scholarship girls are chiefly absorbed there and in the civil service. If they go into elementary teaching, they have not sufficient advantages offered to them at the present time. I have here the rules for pupil teachers under the London School Board. They say the candidates may be children who are past 13 years of age, and any well-taught scholar who has passed Standard VII. is eligible. They will then be probationers, and will attend a pupil teachers' school the following January, and then enter for the first year's pupil-teachership. Further on they say that boys and girls who have passed the junior Oxford or Cambridge local examination are eligible to be appointed as first year's probationers without examination, and will sit in the following October at the Government examination, taking the papers for the end of the first year. I ask anybody who knows anything about a child who has done well in the junior Oxford or Cambridge local examination, and taken honours, who is generally 15 or 16 years of age, whether it is fair to put that child on the same educational level with children who have passed the seventh standard in an elementary school at the age of 14. It is throwing her back two years of her life. Again the rules go on to say: "Those who "have passed the corresponding senior examination are eligible to be "appointed as second year probationers, or unindentured pupil teachers." Some of my girls who have passed the senior Cambridge examination in Honours, have sat for the Queen's Scholarship examination the following June, and taken very good positions; and yet the school board would put those very girls into second year's pupil teachers' training. It seems to me that no inducement is held out to girls in secondary schools to enter as pupil teachers in board schools. If they would make a rule that they might sit for the Queen's Scholarship examination at once, after their having passed the senior Oxford or Cambridge, they would get a great many more to go into elementary teaching than they now do. The only practical objection that I can see is, that these girls as a rule are not sufficiently up in what they call the standard or Code, or needlework requirements: but that, it seems to me, is such a purely technical thing, that girls who have been well taught needlework from 11 to 14, and have learnt cutting out, and that sort of thing, might drop it for two years for their higher work, and they could soon pick it up again.

3745. (*Mr. Yoxall.*) Do you not think that during that period they may learn that very method and art of teaching to which I am sure you will ascribe great importance?—The two years at the training college ought to do that—it would if it were arranged so. The secondary teachers very often get only their one year at the training college when they have the full general knowledge.

3746. You are aware that the main part of the technical training of the elementary teachers is obtained during pupil teachership, are you not?—I dare say it is; but I cannot see why so many years are required for that purely technical training. An intelligent sensible girl or boy ought to be able, in six months, to marshal a class, or keep order in the playground.

(*Mr. Jebb.*) We are much obliged to you for your evidence.

The witness withdrew.

Adjourned to to-morrow morning at 11 o'clock.

TWELFTH DAY.

At Westminster Hall, Wednesday, 6th June 1894.

PRESENT

THE RIGHT HON. JAMES BRYCE, M.P., IN THE CHAIR.

The Hon. and Rev. EDWARD LYTTELTON, M.A.
Sir HENRY E. ROSCOE, D.C.L., M.P.
The Very Rev. The DEAN OF MANCHESTER, D.D.
The Rev. A. M. FAIRBAIRN.
Mr. RICHARD C. JEBB, M.P.
Mr. RICHARD WORMELL, D.Sc.
Mr. HENRY HOBHOUSE, M.A., M.P.
Mr. M. E. SADLER, M.A.
Mr. H. LLEWELLYN SMITH, M.A.
Mr. GEORGE J. COCKBURN.
Mr. CHARLES FENWICK, M.P.
Mr. J. H. YOXALL.
The Lady FREDERICK CAVENDISH.
Mrs. BRYANT, D.Sc.
Mrs. HENRY SIDGWICK.

The Hon. WILLIAM N. BRUCE, *Secretary*.

The Right Rev. The LORD BISHOP OF LONDON called in and examined.

3747. (*Chairman.*) Your Lordship was one of the Schools Inquiry Commissioners, 1864–68?—Yes, I was.

3748. I suppose you consider that the recommendations made by that Commission, so far as they have not yet been carried fully out by legislation, require to be now re-considered by the light of the educational changes which have taken place since 1868?—Yes, and including under the words "educational changes" both the legislation and the growth of new kinds of schools.

EDUCATIONAL CHANGES SINCE 1868 AFFECTING CONCLUSIONS OF SCHOOLS INQUIRY COMMISSION.

3749. I am going to put to your Lordship four special changes, and ask you whether you would be kind enough to add any others that appear to you to be calculated to modify the recommendations of 1868. First of all, the establishment of general elementary schools everywhere by the Act of 1870; secondly, the giving of free education by the Act of 1891; thirdly, the growth of what are called university colleges in the great towns, and fourthly, the establishment of county government by the Local Government Act of 1887?—Those are four very important changes, but I think there must be added to those the very great change that has come over the body of the private schools. Then in the next place, you must add the change that has been made by the very frequent extension of elementary education beyond the subjects and aids common to elementary education in 1864–68. In many places the elementary schools have stepped into the province of what we should then have considered strictly Secondary Education.

3750. And in that respect I suppose have affected the recommendations of the Commission with regard to the creation of three grades of schools?—Very much. Then you must add also the fact, that since that time the Charity Commissioners have been remodelling a very large number of the endowed schools.

3751. Under the provisions of the Endowed Schools Act, 1869, and the subsequent amending Act?—Yes. I think that includes all the most important changes. I cannot think at this moment of anything else that it seems to me would affect your inquiry.

CHANGE IN CHARACTER OF PUBLIC ELEMENTARY SCHOOLS.

3752. Going first to the question of the change in the character of the elementary schools, so that many of them now give Secondary Education would you indicate in what way you conceive that that has altered the problem?—It has altered the problem very much in this respect, that combined with the grant of free education it has very much modified the business that has to be done in providing general Secondary Education. The Commission on which I sat looked upon Secondary Education entirely as education to be paid for by the parents. There are now a considerable number of elementary schools—considerable, that is, for the places where they stand—in which Secondary Education is given free of all cost. Consequently it would be necessary very carefully to consider how you could adjust a system of Secondary Education in which the parents were to pay for the schooling, with this already existing Secondary Education, where the parents pay nothing.

3753. In other words, the existence of what one may call the competition of these very elementary schools would make it much more difficult to maintain schools supported by fees which would appeal to a class of parents similar to those who now use the upper classes of the elementary schools?—Yes, it would. The whole proposal of establishing third grade schools is very much affected by the fact, that you have what are practically third grade schools established already without the payment of any fees at all.

3754. We have had a great deal of evidence tending to show that a large number of parents, belonging to what is popularly called the middle class, and who were contemplated by your Commission as desiring Secondary Education, now receive education in elementary schools. What would your Lordship consider to be the probable educational effects of that change?—I do not think that the education will be quite as good as it would be if the secondary were cut clean apart from the elementary. I think that the more advanced education given in those elementary schools is hampered by the fact that, in every one of those schools, as far as I know, the body of the school is receiving elementary education only.

3755. And I suppose that the method upon which the education is given in what may be called the secondary classes of these elementary schools, is really carried on upon the lines which were originally devised for, and are perhaps more suitable for, elementary education?—Yes. I do not think the difference between the methods to be adopted in elementary education and the methods to be adopted in Secondary Education is very serious. I think that a good teacher of an elementary school, if he really knew the subjects necessary for Secondary Education, would probably be—indeed, I think, would always be—a very good teacher in a secondary school.

3756. My question was not intended to suggest that the methods were really different, but merely that custom and the system which the Privy Council has adopted might have introduced methods into the elementary schools which were not equally suitable for secondary instruction?—I think that is quite true, in this sense, that the Education Department, almost of necessity, is very much more rigid in dealing with the teachers in elementary schools than would be wise in dealing with teachers of higher subjects. But I must add that I think the Department is becoming more free in that respect, and that although the rigid supervision was really necessary at the time when it was introduced, it is not so necessary now and is not so much enforced.

3757. Reverting to your Lordship's view that on the whole it would be better if Secondary Education were more kept apart, and the boys who desired it received it in secondary schools, would you indicate what steps may be taken to deal with the difficulty that now presents itself, viz.:—that these children, owing, perhaps, to the cheapness of the elementary schools, are very largely receiving their education in elementary schools?—I do not see any remedy but that of setting up secondary schools in which the education shall be distinctly of that character, in competition with those elementary schoolsthat are now giving Secondary Education;

and I think that it would be probably wise—indeed, I think, certainly wise—to charge fees in such secondary schools. There are a great many parents who would rather pay the fees if their children were educated in schools of their own sort.

3758. But I suppose your Lordship would consider that it may become necessary to reduce the fees in the secondary schools which practically competes with the elementary school to a lower figure than was recommended by your Commission?—Well, I doubt it. I doubt whether it is necessary to reduce that at all.

3759. That fee was on an average 4*l.* for the third grade school?—Yes; I doubt if it is necessary to reduce that at all.

3760. We have had it in evidence, I think, that the average fee paid at what are called these higher grade elementary schools cannot exceed 9*d.* a week or about 30*s.* a year. I put those figures before your Lordship to compare them with the figure of 4*l.*?—I doubt whether you will get the best Secondary Education for that grade at a figure so low as that. I do not think you could do it.

3761. But you consider that partly what are called social motives, and partly an increasing belief in the value of education, would induce many parents to prefer the Secondary Education at 4*l.* to the lower fee which has been mentioned?—I feel very confident of it.

3762. And can you think of any other method that can be taken to bring about what may be regarded as a desirable result?—I cannot say that any other has presented itself to my mind. I have thought a great deal about this particular point, and have always come back to the conclusion that you could not, as things now are, interfere with those elementary schools that are giving Secondary Education. It has been allowed, and I think it would be impossible suddenly to stop it. If you are to create the Secondary Education side by side with it, it would be useless to do it unless it was exceedingly good, and I see no other mode of doing it than by establishing schools of the kind that we described.

3763. Do you think that the consolidation or alteration of the authorities which administer education, and the bringing of the local authorities which would control Secondary Education, into relation with those which control elementary education, might bring about a somewhat better arrangement of the respective provinces of these two classes of schools and prevent the overlapping which now exists?—I have not thought of it. I will not say that it is not possible. That had not occurred to me, and at present I do not quite see how it would work.

3764. I put a case for the sake of example. These higher grade schools are now not altogether, but very largely, under school boards. Suppose the education in a large town was so arranged that there should be a local authority for controlling Secondary Education, and that local authority were made to stand in some organic relation with the school board; would that be a means of preventing overlapping?—I think it would be very likely to be a means of preventing the increase of overlapping. I doubt whether it would stop the overlapping such as it is. I think it would be quite possible for them to arrange that there should be a certain number, settled between themselves, of each kind of schools. I doubt whether it would be possible to do more.

3765. (*Dean of Manchester.*) My Lord, I suppose your experience is largely derived from the knowledge of London and the south?—Of course at the time when I sat upon the Commission I had a very great mass of information put before me by the Assistant Commissioner's reports, and by other reports that were collected in various forms, and at that time what knowledge I possessed of the subject was not only very extensive, but also of necessity, I may say, very accurate. But since that time I have not had the same opportunity of looking into schools with the view of seeing what the working of them was except here and there, and therefore any opinion that I can give must be based upon general impressions. It is, no doubt, true that I have seen more of schools in the south than I have seen of

schools in the north. Except in Yorkshire I do not know that I have seen very much of the northern schools.

3766. I was rather following your Lordship's lead when you said that the position was so very largely altered since the time when your Commission sat, and I wanted to know whether it was within your cognisance that whilst there are comparatively few of those schools to which the Chairman has alluded in London or in the south, this realm, so to speak, of education has been largely possessed by school boards in other parts of the country whom it would be a comparatively difficult matter, perhaps, to dispossess; and I rather gather from what your Lordship has said that you think it might be desirable, if a concordat could be arrived at, that they should be almost requested to cede the position, and to place Secondary Education proper under some other authority perhaps?—I do not think it would be wise that there should be two distinct authorities for Secondary Education if we could avoid having them, but the school boards are there. Now it is true that there are more of these schools in the north than in the south; but still if you look at London, it would be exceedingly difficult to dislodge the school board of London from its relation to schools of this special kind now. I think it would be possible to have a concordat if you had two distinct authorities, by which they might keep their provinces apart to a certain extent, and the school boards everywhere might be willing to allow that there should be no further development of their kind of Secondary Education.

3767. You have expressed a very strong opinion about the fees. You said you would not reduce fees for Secondary Education. Is your Lordship aware that we have it in evidence already, and we, many of us, know it by experience, that a vast number of people are sending their children to the free schools to which your Lordship has made allusion rather than sending them to secondary schools where they would have to pay?—I am aware of that fact, and I think you will find it so as long as the secondary schools are not distinctly better than the advanced elementary schools.

3768. What class of secondary schools was your Lordship specially thinking of? You speak of the secondary schools not being better. Some of these secondary schools I should have thought, from an educational point of view, were distinctly better. Take the illustration of Manchester for example; the Manchester Grammar School must be considered to be a very much better school, from a secondary educational point of view, than the schools of the school board, and yet a great many of the parents to whom I allude prefer sending their children to schools of the school board because it is cheaper?—Yes. I can imagine that to be so; but at the same time the tendency of these good schools is to draw children to them, in spite of the fact that they cost money, as soon as it is generally recognised that they are really better.

3769. Do you think that it is the social idea rather that leads them to send them to these paid schools?—In some parts of the country unquestionably that is so. I have not any doubt that, especially here in London, the social feeling operates very largely indeed. I do not know whether it would operate in Manchester in the same degree.

3770. It might possibly do so in some smaller places than Manchester, say Rochdale, for instance?—Yes.

3771. (*Mr. Jebb.*) I observe that at the Oxford Conference, in October last, your Lordship expressed the opinion that it would not be possible to have a regular continuation between the different classes of schools, from the elementary to the lower grade of the secondary, and from that to the higher grade of the secondary; and I think you expressed the opinion that each kind of school must stand apart, but that nevertheless it would be possible to construct an educational ladder; and one of the means which you suggested was the admission of clever boys from lower schools to higher schools at a comparatively early age. Besides that suggestion, is there any other means which your Lordship has to suggest by which such continuous progress could be effected, while at the same time each

class of school was kept apart?—In speaking of a ladder of that kind, I was thinking, of course, of picked boys, and I think you can carry boys from a lower grade school to a higher if they have been carefully picked, whereas you could not carry average boys at all. With the average boy the lower grade must distinctly prepare for the higher, and be practically a preparatory school for the higher, or else when the boy gets into the higher he is altogether thrown out. But with the picked boy, if you do not exceed a reasonable number, it requires really very little special adaptation to bring the boys into proper relations with the whole school system and course of instruction in the higher position. The mistake which is frequently made is that people suppose there is a very large number of boys who may be rightly picked out from the lower schools and put into the higher, whereas the number of boys who could be so picked out is really very small.

3772. Then in regard to the average boy, for whom it is desirable to have some means of progressing from the elementary school to schools of a higher kind, on what provision would you rely in his case?—I doubt very much whether it is wise to provide for the average boy in such a way.

3773. I believe that the third grade of secondary schools, which were recognised by the Commission of 1867, was created chiefly because that Commission was dealing with endowed schools as such, and not with Secondary Education?—Certainly.

3774. And that term "third grade school" was invented because it was necessary to find some category in which to rank the schools that were then designated as third grade schools? But I believe it was understood that in the opinion of many of the Commissioners on that occasion the third grade school really belongs to elementary education?—I did not know that. I did not know that any of my colleagues had that view. I dare say it was so, and the matter certainly was discussed amongst us, and that view was put forward, but I did not think that it was held to the end.

3775. I had in my mind a statement which your Lordship made at the Oxford Conference. It is in the report at page 103. Your Lordship says: "I feel pretty confident that if we had been dealing with Secondary "Education generally, without special reference to those schools which "professed to be giving it, we should have left out the third grade schools "as properly belonging to elementary education. Those who have "remarked that there is a general concurrence of view that these third "grade schools are not to be considered as belonging to Secondary "Education entirely fall in, I am sure, with the views of the Commis-"sioners who made that report"?—What I meant was not that the Commissioners then held that view, nor did I hold it myself, but that in the change of circumstances those Commissioners would now lean in that direction. That I meant, and I think there is a good deal to be said for making the third grade schools, if you are to establish them (which I confess I think it would be wise to do), rather better than were contemplated in that report.

3776. (*Chairman.*) I suppose you would consider that the conception of what ought to be included in elementary education is one of the things which has changed, and changed for the better, since 1868?—It is one of the things that has changed, whether it has changed for the better is another matter.

3777. By changed for the better, I mean that now public opinion would consider that the minimum of that with which the boy ought to start in life is larger than public opinion would have held it to be in 1868?—Yes, in that sense I think it is true.

3778. That is the sense in which I mean it. Therefore I understand your observation in reply to Mr. Jebb to be, that your Commissioners would to-day consider that much which they proposed to give in their third grade schools might be included in the term "elementary education," but they would not necessarily consider that it was in what are called elementary schools as distinguished from secondary schools that that

education ought to be given?—Not necessarily. I confess I do not quite follow your question as you have now put it.

3779. Supposing that the Commissioners of 1868 were to think to-day that a good deal of what was their third grade education might now be considered elementary education, they would not necessarily depart from their recommendation that it was in secondary schools rather than in schools which are classed as elementary that the education ought to be given?—Yes, that is true. They would still think that, although the line which is to be drawn between Elementary and Secondary Education is moved a little higher than it was before, still there ought to be such a line, and there is a kind of education which ought to be provided by such schools as the third grade schools. But there is, of course, this great difference, that as things then were, we contemplated that the third grade schools would be required to a very much larger degree than probably we should think now; because we should admit that some of that work was done now, and very fairly done, by the elementary schools, and that it would be quite unnecessary to interfere with that. But there would still remain the fact that a good deal of it, even that which is now taught in elementary schools, would be better taught in what we should call secondary schools.

3780. (*Mr. Hobhouse.*) You were asked just now as to the possibility of a concordat between the different local authorities that have to deal with education. I should like to ask whether your Lordship does not think that the best way of safe-guarding against further overlapping of schools in large towns would be by establishing a joint educational body such as has been established recently in London in the technical board?—I think that it would probably involve a very much greater change than I should be inclined to recommend. I think it is absolutely necessary that there should be some local authority to deal with Secondary Education. I think that it would be mischievous if that local authority were so constructed that the body of it should represent elementary rather than Secondary Education; and if a single authority were established for the purpose here in London, I think the school board would practically predominate in it, which I think would be a great evil.

3781. May I point out to your Lordship that this technical education board, though it contains representatives of the London School Board, does not in any way do the work of the London School Board. Elementary education work is, as your Lordship knows, carried on entirely by the London School Board, and one of the objects of having members of the school board members of the technical board is to prevent any overlapping of the work of that board with the work of the other board?—I did not understand what you meant by the term "joint authority." I understand your illustration, but I did not know that you intended the illustration to cover the ground so completely. If you mean by a joint authority, an authority on which the school boards should put representatives, I think that is probably a very workable mode of dealing with the matter.

3782. Your Lordship, of course, is aware that there are very few of those higher grade elementary schools in the country districts?—Very few, I am quite aware of that.

3783. And therefore in the country districts you would think there is still need in many parts for the establishment of what were called third grade secondary schools?—I do.

3784. And you would still advocate, as I understand, that the average fees charged upon those schools should be as high as 4*l.*?—If you are thinking of country districts I should not have said that it is necessary to charge so high as 4*l.* This was fixed upon as an average, but we did not at all mean that there were to be no schools at lower fees than that; and there are places I think where you might be content with lower fees.

3785. What would you suggest as a minimum fee?—For country districts I should never in any case go below 2*l.* I myself should have said that 3*l.* was the right thing for country districts.

3786. But whether it is 2*l.* or 3*l.* these schools could not be supported without the aid of public money?—If you are to bring in public money you are entering upon a different sphere altogether.

3787. Would you not admit that you could not give anything like a good kind of even third grade Secondary Education for 2*l.* or 3*l.* a head?—You could not give it in such a form as to satisfy the needs of the more intelligent populations—you certainly could not do it in the towns. But I think you would give a very reasonable education for country districts for less than 4*l.* without public money.

3788. Surely not including the teaching of what are usually called technical subjects?—Yes, I should have thought you could. But as I say, I am speaking here from general impressions. My opinion is not worth what it would have been 25 years ago, when I was looking at the matter with all the statistics before me.

3789. With regard to these country districts, where there are no higher grade elementary schools, does your Lordship approve of the system of scholarships that is now generally in force for selecting the best pupils from all elementary schools and putting them into the lower grade secondary schools for two or three years?—I do. I think it is a very good plan.

3790. But your Lordship would think that the numbers ought to be limited?—They ought to be limited. I am sure that there are not a very great many that will profit very much by being educated beyond the education that is usually given to those among whom they live.

3791. You think that there is a danger in country districts of there being too many of those children?—I do not think there is a danger of there being too many in country districts more than in other districts. The danger always is that not the parents but the authorities should fancy that there are boys worth pushing forward by better education in greater numbers than nature supplies them.

3792. You think you might run the risk of unfitting them for their work in life?—It must always be borne in mind that there are different modes of education altogether in dealing with humanity. There are those who are best educated in school, but there are those who are best educated in apprenticeship or in actual employment of various kinds, and who will get on in that line but will not get on very much by having more book learning given to them.

3793. Even if these schools devoted a good deal of their time to the more practical side of education—the manual work, for example, or the principles of science which directly underlie industries, your objection would still apply?—My objection would still apply, because I am confident that there are a very great number who will be capable of being educated in actual employment who are not capable of learning very much from book teaching, I should add to that, that I think, and I have always thought, that it would be an admirable thing if we could add manual teaching to literary teaching in the elementary schools. But the difficulty always is that all teaching of that kind is so expensive.

3794. (*Mr. Llewellyn Smith.*) Is it not the fact that a fairly intelligent boy, in a large centre of a population like London, now finds no difficulty in getting through the standards of an elementary school at the age of 12 or thereabouts?—It depends upon what you mean by a fairly intelligent boy, the average boy will not.

3795. At what age do you think the average boy would?—I think the average boy would hardly do it until he is 14. I think that one great evil which has attended the whole working of our system of elementary education has been the tendency, chiefly fostered by those who are interested in education, to push boys on too fast. At one time, before the Revised Code, of which we have heard so much, was introduced, it was the pervading vice of the elementary schools, that the beginnings were neglected; that the boys were not thoroughly grounded; and that the

lower classes in the school were not thoroughly taught. I inspected here, in London, school after school in which I found that at the bottom of the school the instruction was exceedingly ineffective, whilst the boys at the top of the school who had got up there by being pushed up, and who were generally speaking, the cleverer boys on the whole, were being taught fairly well; and it was in consequence of representations of that kind from the inspectors that the Revised Code was introduced in order to compel the teachers to teach the beginnings of what they had to teach. I must say that I think the Revised Code did its work, and did it exceedingly well, because you will not find that fault now in the elementary schools. It has pretty nearly gone, but there is still some danger attending what are called the class subjects and similar teaching which has been pressed forward by the departments, chiefly by those who are interested in education, a great deal too soon before the children were really ready for it. With regard to that it is important to note that a whole nation must go on very slowly in that matter; that you will find, after your elementary education has been going on for a certain length of time, you can teach higher subjects to boys of the same age than you could have done at the beginning, because their homes are already beginning to be affected. Those who have been in the schools have become the parents, and the knowledge in the homes is different, as it were, from what it was, and so, now, a good deal of that teaching of class subjects is very much better than it was. But for a long time it was pressed upon the schools, I think, with simply mischievous effects. It is now better, and will be, as time goes on, very much better than it is, and it is that which has steadily raised the nature of elementary education.

3796. Still, without saying anything about the average, there will be a considerable proportion of the clever boys who will be leaving, having got all they can out of the elementary school, between 12 and 13; and the age at which they are apprenticed to a skilled trade is usually about 14. Therefore there is a gap of from a year to 18 months in a great many cases?—Is it true that they have got everything out of the elementary school between 12 and 13, do you think? I should doubt that. I think, as a general rule, they are taken away because their parents want to employ them.

3797. Do you think that the boy who has got through the standards in an elementary school is doing much good in stopping on, unless there is a separate class in which he can be taught?—When once they have got through all the standards, if they have been properly taught, I do not think there is much good in their staying, but, I do not think, a great many of them get through all the standards by that age.

3798. Is it not, at all events, a well-known fact that in a big centre like London there is a large number of boys annually leaving our elementary schools intending to be apprenticed to skilled trades, who, as a matter of fact, find a gap of a year or 18 months before they can enter the workshops, and are in the meantime engaged in casual employment that leads to nothing?—It is a fact that a great many of the boys are taken away from the schools. I do not think it is a fact that they have really learned all that could be learned in the schools, and I think, in fact, the higher standards are not quite so well worked out as they should be. But, of course, the word "large" is a relative word; you might think large what I should think small, and *vice versâ*.

3799. But while it might not form a considerable per-centage in elementary schools it might form a considerable per-centage with regard to the demand for secondary schools?—Yes, I think that is true. When I was speaking of the number of children that were fit to go on to the Secondary Education, I was not thinking of the per-centage on the Secondary Education, but the per-centage on the elementary.

3800. Assuming that there was a certain number of boys and girls, either large or small, as I have indicated, would you think their case best met by their spending that short period in a separate secondary school, such as you have described, or by the formation of a higher class in the elementary

school or in some central school under a similar authority?—I should have preferred in such a case where it was really intended that the education should close at 14, that they were put into a distinct school from the elementary, even for a short time.

3801. But a distinct school which would be a continuation school?—Yes, it might be a continuation school. If they are only to be there a short time, I do not think it makes very much difference whether it is called a secondary school or an advanced elementary school.

3802. Would there not be a difference in the degree of breadth of the curriculum; the curriculum of what I have called a continuation school being narrower and more directly linked on to the course which the children have been going through in the elementary school?—So I understood you, and I should say that if the boys are only to be there for a year, or a year and a half, I do not see any advantage in their going into what you would call a secondary school.

3803. You think the time they would waste in adjusting their previous education to the more liberal education would be such a considerable part of the time they had to spend at the school that it might overweigh the advantage?—It might.

3804. Then, will there not always be a distinct function of what we have called a higher grade school. I am not now pressing the point as to the authority they should be under, but I mean continuation schools completing, for that class of boy, the elementary education and carrying it on further?—Then you mean higher grade elementary schools?

3805. Yes, but I am not speaking for the moment of whether they should be under a school board or not, because that raises another question?—I think it might possibly be better that they should be in what you call continuation schools. Where you are to have them for so short a time as that, it would probably waste a certain amount of time to put them into a secondary school and require of them to be adjusted as you say to the wider system.

3806. But still, 18 months in a continuation school might be extremely valuable to them in their future career?—Yes, it might.

3807. Do you not think that might partly account for the preference which some parents have for higher grade schools over secondary schools besides the cheapness which has been alluded to?—I cannot tell. As far as my experience has gone, the parents have chosen these in preference to secondary schools because the secondary schools are not very good, and they do not very much believe in them. For one thing, it must always be remembered that there is attached to the elementary schools now a great prestige, from the fact that they are under the control of the Government, and are looked upon by people as in some way guaranteed by the Government, and no secondary schools are.

3808. (*Chairman.*) Would that remark apply to the endowed schools. Would not your Lordship think that local opinion conceives that a certain amount of guarantee attaches to the endowed schools in virtue of their quasi-public character?—I do not think so, because they are not under any inspection, and there is no annual report published. There is nothing to show the people that they are properly looked after. The Charity Commissioners who have had charge of these endowments for the last 25 years have done a great deal to improve them, but they have not been able to give them what is really the most essential thing in all improvements, that is, steady, quiet, supervision.

3809. (*Mr. Llewellyn Smith.*) The view your Lordship has expressed that there was a certain danger in carrying too many boys and girls on to secondary schools, and unfitting them for their surroundings, would chiefly apply, would it not, to any system which carried them beyond the period of entering a skilled industrial pursuit?—Yes.

3810. Would you agree that there would be any danger in a very large number of the class of boys, whom I have especially in mind in my question,

being carried on for 18 months or two years?—No, that was not the danger I thought of, but, I think, that where the elementary schools step into the place of schools which prepare boys for commercial pursuits, clerkships in offices, and so on, they step into a place which they cannot really fill, and it would be better that those boys should be in really secondary schools.

3811. (*Mr. Lyttelton.*) Do I understand your Lordship's opinion to be, strongly, that no Secondary Education should be free?—I should myself think that it would be better that no Secondary Education should be free, except for selected children.

3812. Would you mind giving us the ground of your objection. Supposing the proposal were to meet the difficulty of poor parents finding it very difficult to pay the fee?—Of course the plea of poverty comes in at all turns. I do not quite see why the parent is to expect that his child should be educated beyond his own means of providing education, any more than that his child should be fed or clothed beyond his own means of providing food or clothing.

3813. In contemplating a state of things where secondary schools exist side by side with good elementary schools, do you not contemplate a difficulty in the probability that social feeling or class feeling will, perhaps, dwindle, and so the great inducement that now exists for parents to send their boys to secondary schools might die out?—That is one of inducements certainly, and not, I should say, the inducement that will last longest. Social feeling does not come to very much if it does not come across the education itself. But you will find parents having what you call the social feeling from a genuine belief that a good deal of education to a large extent turns upon the kind of boys that are the companions of their children in the school. For instance, here is a school where the education is cheap and the parent does not like to send his children to it, but prefers one that is rather dearer: it appears as if the reason for the preference is simply that in one case he will have companions in a higher grade of society than in the other; but in many cases if you look into it it means that the parent wishes his boy not to be associated with boys who are ruder, rougher, not so well-mannered, and not so careful in their choice of language and the like. That is not really a social feeling, but that is really a preference for a certain characteristic of the education given. There can be no doubt at all that a school in which you have a large preponderance of boys of very low social grade is not, in that sense, a very good place of education for boys of a much higher grade. On the other hand, if you have the preponderance the other way, the boys of the lower social grade are really the better for being in constant companionship with boys of a higher social grade. I do not think you can leave out of sight as part of the education of the children the cultivation of manners, and not only of manners but of what belongs to the moral principle of cultivated people.

3814. (*Mr. Wormell.*) I think you said that the mode of dealing with the teachers in the elementary school by the Education Department is of a more rigid character than any that could be adopted for secondary teachers. Is that so?—Yes.

3815. The license to teach, so to speak, in the elementary schools is conferred by certificate?—Yes.

3816. Do you think it would not be possible to have a similar method for higher teachers, and insist upon certification in that way?—No, not at all. I do not see any reason why in the higher schools you should not insist upon certain qualifications.

3817. But is it not your opinion that the registration of those qualifications in secondary schools should take the place that is now occupied by certification in the lower schools?—Registration is, of course, certification in another form.

3818. But would you not prefer that that should be the form for teachers of secondary schools rather than the form that is adopted now in

elementary schools?—It seems to me, I confess, rather a matter of detail, and a matter of no great importance.

3819. Your suggestion is that there should be a larger number of preparatory schools of a secondary kind. Is that so?—We suggested preparatory schools of a secondary character in the report of our Commission, in 1868, and I think something of the sort would be needed.

3820. I was attaching the word "preparatory school" to your suggestion as to the remedy of certain defects which were pointed out. I think I understood your suggestion to be that better schools of a secondary character, but as preparing the way for the existing secondary schools of a higher character, should be established?—Yes.

3821. And that these schools, I suppose, should be elementary to some extent, but should have a curriculum exactly adapted to the requirements?—Certainly. I should like to add that I do not quite intend to insist upon the word "established," because, I should be quite prepared to recognise private schools under certain conditions.

3822. I was going to ask that question, and I thank you for forestalling me. Now, I wish to ask your Lordship a question with regard to these third grade schools, which you have mentioned as having disappeared, so to speak, from the scheme of Secondary Education. You have mentioned the growth of the higher grade elementary schools, and also the disappearance of these third grade schools?—Yes.

3823. And I think you also said that you would prefer that the third grade school should be better. If you elevated the higher grade board school, so as to give this better third grade school, would you restore it to the scheme of Secondary Education?—Well, it would be very difficult to arrange. As I said before, I should like to cut clear between elementary and Secondary Education if I could. But you have the thing already in existence; that is, you have elementary schools that give Secondary Education, and that give it altogether free, and I do not see very well how you could get rid of this. To take away all those schools for instance from the control of the school boards, and to hand them over to a different control, would cause a great deal of discontent, and I am afraid might do a great deal of mischief.

3824. Then, when you express the wish that the third grade school should be made better still, does that apply to existing schools, or was it in reference to the starting of newer schools that you intended it?—I was thinking of both together. I was thinking both of existing schools and newer schools.

3825. Now, one other question as to what Mr. Llewellyn Smith asked as regards the odd year or 18 months that is now some times spent by boys after the age of 13. I suppose you know that, 50 years ago, it was the custom for all who sought to learn a skilled handicraft to be apprenticed regularly at the age of 14?—Yes.

3826. And that that custom has broken down?—Yes.

3827. Is it not through the breaking down of that custom that this particular difficulty shows itself?—Yes, no doubt it is.

3828. You know that on the Continent the same difficulty has been felt, and has been partly met by the establishment of apprenticeship schools?—Yes.

3829. Might these higher grade schools, or some of them, if they take up technical education specially fitting for industrial pursuits or skilled handicrafts, take up the position of apprenticeship schools, and so get over the difficulty?—Yes. If you could create such schools, I should be very glad to see them created, but I do not think we have any experience of them in this country at present; I am always a little afraid of transferring the experience of foreign countries to England, because so constantly you find that what will work well there will not work well here.

3830. (*Mr. Fenwick.*) I gathered from your evidence, my Lord, that whilst, speaking generally, you do not favour the principle of education being free in secondary schools, you would favour such education being given free in the case of certain selected children. Would you mind telling the Commission a little more fully under what conditions you would make those exceptions?—I should make that exception by means of a full supply of what are called exhibitions, that is, children should be picked out by merit and given such exhibitions as will entirely cover their expenses in a school of a higher kind.

3831. And naturally those exhibitions would be obtained by competition?—Yes; they would be obtained by competition.

3832. (*Mr. Yoxall.*) When referring to the idea of Secondary Education being cut clean apart from elementary education, your Lordship did not intend to imply that there is naturally, or can be educationally, any hard-and-fast division, ending the one and commencing the other, without any dovetailing at all between?—Those lines are always of necessity, of course, rough lines. You cannot speak of them as hard-and-fast lines, marked out by nature. They are really marked out by the length of time that the parents can afford to give to education.

3833. And I presume, therefore, that, even if it were possible, your Lordship would not entirely advocate the abrupt and complete separation between primary and Secondary Education, which, perhaps, it might be thought your former phrase was intended to mean?—I do not quite know what your question comes to, because in all these cases, as long as we are talking of the abstract, it is very difficult to be sure that the answerer understands the words in the same sense as that in which the questioner puts them. I think we followed the right line in our recommendations of 1868 in pointing out that the different kinds of schools were determined by the different ages at which the children closed their school education. I say emphatically school education, because a great deal of education goes on afterwards, and with some children the more valuable part of it afterwards.

3834. To put the matter in another way, your Lordship's experience would lead you, I should think, to recognise the value of the existence of some secondary work in elementary schools, not only as a benefit of the children who obtained the instruction in that secondary work, but as exercising an inspiring and elevating influence on the whole school and particularly on the younger children in the same school?—There is a certain advantage in it no doubt, and I think that in the elementary education the introduction of the beginnings of a higher education should be encouraged. It is a little difficult to do. It is one of the most difficult of all problems in practice, but I think it a very good thing in itself. I think it is very good for the teachers. It is so very much pleasanter for one thing, and anything which makes the teacher's work pleasant is an immense gain to the school. Besides, it is exceedingly good for the cleverer boys, because they will really learn something out of it. For the mass of boys its effect is not intellectual so much as moral. It is a little difficult to find exact words to express what I mean. It does not give them any greater knowledge, but it enlarges their ideas. It gives them the sense that there is something more to be learnt than they have learnt; and that is always a gain to every mind of whatever kind.

3835. (*Mr. Cockburn.*) Do I gather that in your Lordship's judgment Secondary Education should be self-supporting?—I think so. I should prefer it to be self-supporting.

3836. It should have neither local nor Government subvention nor aid?—I think we were right in the Commission in recommending that the Government should provide the inspection, and that the local rates should provide exhibitions quite sufficient for the purpose; but that the actual cost of the education should be borne by the parents themselves.

3837. Does your Lordship say that, in addition to somewhat expensive fees, looked at relatively, rural children should have to pay the expenses

of their locomotion for, in some cases, rather a lengthy journey. Would they have to go to their third grade schools or secondary schools at their own expense?—Yes, I should think they would have to go to the secondary schools at their own expense; but when you come to details of that kind everything would have to be very carefully adjusted. I should have certainly thought that the secondary schools should be, as a rule, within very easy reach by railway and the like.

3838. Would you have them multiplied to that extent?—Yes.

3839. Then would your Lordship tell us from what source you think these exhibitions, which are absolutely essential from your point of view, should be derived?—From the rates.

3840. Then Secondary Education, to that extent at all events, would receive local aid?—Certainly.

3841. Could you tell us who would determine the quantity of those exhibitions?—I think that must be left to the provincial authority, whatever it was, that had the control over the school.

3842. (*Dr. Fairbairn.*) May I ask your Lordship if it is strictly true that Secondary Education, even as it existed in 1868, was something that was paid for?—In 1868. Secondary Education was not paid for because it did not exist over very large parts of the country. Where it did exist it was sometimes paid for and sometimes not, according to the various foundations that were within reach. In certain cases the endowments of schools gave Secondary Education practically free, but those were comparatively few cases. The great bulk of the Secondary Education was given by the private schools.

3843. I was speaking, of course, with special reference to the education reported on by the Commission. Those schools were endowed schools?—They were.

3844. That meant that the education to a large extent was paid for out of endowment?—I demur a little to saying "to a large extent," because it varies so very much. In some cases it was to a large extent; in some cases it was to a very small extent, and in some cases the education was paid for by the endowment, and was not worth the money that was so paid.

3845. The purpose of endowment in general was not so much to benefit the parents as to benefit the State?—There is no doubt about that.

3846. Then we have to consider Secondary Education, not simply from the standpoint of what benefit a parent is to gain from it, but from the standpoint of what benefit the State is to gain from it?—If you were to follow the lead of those who founded the great bulk of the grammar schools that is certainly true.

3847. Then the growth of population outgrowing the provision by endowment makes more needful than heretofore the intervention of State aid?—Yes.

3848. Then suppose we take Secondary Education as costing in cities not less in any case than 4*l.*; in rural districts, not less than 3*l.*, or as an irreducible minimum 2*l.*, how would that affect the supply of scholars from the impecunious classes?—I suppose that the impecunious classes would have to be content with the elementary education unless they could get exhibitions to enable them to enter upon the Secondary Education.

3849. This is a question, however, that concerns the provision of competent service for the State?—Yes.

3850. Have we not to look at the matter from the point of view of how the more competent boys are to be obtained for such service?—The more competent boys would be provided for by such exhibitions.

3851. But would not the fixing of such an irreducible minimum really be a kind of recognition or incorporation of social distinction in our educational scheme?—I do not quite see the point of your question.

3852. I mean it is practically excluding great numbers from the advantages of Secondary Education?—You have an enormous number that are so excluded from the universities and from all the higher grades of Secondary Education; you cannot help it. The State would not be prepared to take upon itself all grades of education up to the top.

3853. That is so, but the further you descend the more necessary it is to make ascent easy?—Yes, where ascent is necessary.

3854. And ascent is necessary for all who have promise?—Certainly, and those are to be provided for by these exhibitions.

3855. Is not the distinction between third and first grade schools less a distinction of degree than of kind?—It is, I think, a distinction of kind. That is, the education given in the first grade schools is not merely a prolongation of the education given in the third grade schools, but from the beginning it aims at its own end.

3856. Then it would be well, would it not, in our nomenclature, to get rid of this distinction of grade, and introduce one which would be descriptive of a distinction of kinds?—I have no objection. I do not know that the word grade was a very good word. After the report was presented I thought we had made a great mistake in calling the school immediately above the elementary, the third grade, and then going on to the second grade, and then on to the first grade. I think if we had reversed it, it would have been better—if we had called the other the first grade, and made the third grade at the top.

3857. (*Mr. Fenwick.*) Have you ever considered, my Lord, the question as to the proportion of assistance obtained from the State per head per university students, as compared with the amount of assistance that is given in other branches of education?—No, I have never looked into that precise question.

3858. Would it surprise you if you were told that the amount per head per university students is equal to about 170*l.* of assistance out of public funds?—By public funds you mean not the taxes, but the endowments.

3859. Yes, I mean the endowments?—Yes, I should have thought it was quite 170*l.* if you take the endowments.

3860. Are you aware that the education of the children of the middle class is only assisted by public funds to something like about from 12*l.* to 13*l.* per head per student, and that the children of the working class are only assisted by public funds in their education by something like from 3*l.* to 4*l.* per head?—I cannot verify the figures, but I should think you are correct.

3861. Supposing you were to find the proportion to be as I have stated, would you still be disposed to say that Secondary Education should not be free?—I still should certainly be disposed to say so. I think it would be better for the State, and better for the parents.

3862. Would you not consider that such a condition of things was somewhat in the nature of an injustice to students in secondary schools as compared with university students?—No, because the calculation, it seems to me, is based upon what is not the sound way of looking at it. The endowments of the universities, I dare say, if you subdivide them among all the students at the universities, may possibly come, and I should think they do come to 170*l.* a year to each; but the endowments of the universities were intended to do a great deal more than educate those students, because to a very large extent they consisted of endowments for professorships and fellowships for men who were intended to study, and it is for the sake of the studies that are to be thus pursued, and for the advantage of all the knowledge which is to be thus put at the disposal of the world at large, that these institutions were created, and not for the sake simply of educating a certain number of people who pass through the universities.

3863. These studies were to be pursued in the interests of the community at large. That is your answer?—Yes.

3864. Thereby admitting that the State has a direct interest in the education of the community?—Yes.

3865. I suppose the difference between the amount paid to the universities and the assistance given in the lower standard schools is only a difference in degree?—No, because in the lower standard schools you are simply thinking of teaching the children. Those schools stand, in regard to the State, very much on the same footing that the higher grade schools do, but the universities stand on quite a different footing, because it is not simply in order that a number of young men may be taught, but in order that the study may be pursued, and it may be well worth while to spend a thousand a year upon the pursuit of a particular study, even though there is not a single boy or student to learn from it.

3866. Admitting, as I understand your Lordship to do, that the State is directly interested in the standard of education to which its subjects may attain, would you also admit that the higher the level of education the greater the advantage to the community as a whole?—Yes.

3867. That you admit?—Yes.

3868. And yet, considering the direct interest of the State in this higher standard of education, do I understand you to say that the education in the higher branches should not be free?—I do not admit that the higher the level of education, the better for the nation, if it is to be understood by that that I mean that it would be a good thing if every single soul in this country were to be trained to be as good a mathematician as Professor Cayley, for instance. I do not admit that it would be a good thing that every soul should be educated to such a level as that. There is an advantage in such studies for particular people, and it is for the interest of the State that those particular people should be assisted to any amount that the State can spend on it; but it would be quite another thing to say that it would be a very good thing to give to everybody such an education as that. I do not think it would. And besides that, I cannot admit that it is precisely the same thing whether you get this money out of the endowments or out of taxes and rates, because in the case of taxes and rates you have to take the money against their will from the people who pay the taxes or the rates; whereas in the case of the endowments the money is given freely by those who created these endowments, and nothing was taken from them against their will at all. That does make an enormous difference in the justice of dealing with such a matter as this.

3869. Does your Lordship mean to suggest by your answer that the endowments belonging to the universities were the expression of beneficence of private individuals?—Certainly I do. There were kings among them, but they were kings not acting simply as kings and giving the money out of the taxes.

3870. To what extent would your Lordship say that that applied?—Do you mean to what extent the endowments were given benevolently?

3871. Yes?—I should have thought quite the bulk of them. I have not looked into it, and therefore I have not looked at the figures, and I cannot speak from that, but I have not a doubt that the great mass of the endowments were given by private individuals; were given at any rate in the character of private individuals by people who were giving willingly.

3872. (*Chairman.*) By way of illustration, I suppose your Lordship's answer on the pecuniary question would be intended to convey that the endowments of the Bodleian Library, for instance, are not to be taken as endowments for the education of students?—No, certainly not.

3873. And if you were to reckon them in as educational endowments you might as well reckon in the sums spent upon free libraries in large towns?—Yes.

3874. (*Dr. Fairbairn.*) In cutting Secondary Education clean apart from elementary, you do not mean that elementary education ought not to anticipate secondary?—It ought to anticipate secondary as far as it can be done without interfering with what is essential for the elementary.

For instance, you have an elementary school, say, for those who are afterwards to go to Eton, and you have another elementary school for those who are to close their education at about the age of 13. The two elementary schools will be very different from one another, because you will teach the boy who is going to Eton a great deal which, if he were going to stop at the age of 13, would be of no kind of use to him, because you are getting him ready for the higher education that is to come by-and-by. But for the ordinary education, which is to stop at 13, there are certain things which are absolutely necessary.

3875. Do you think that second and third grade schools may be regarded quite as much as the termination of the elementary school as Eton is of the preparatory and the university the termination of Eton?—I do not look upon second and third grade schools as the termination of the elementary.

3876. You think the elementary is an end in itself?—Yes.

3877. (*Mrs. Bryant.*) Your Lordship told us just now that Secondary Education ought to be self-supporting. Do you include in that the provision of buildings and equipments?—Not of buildings nor equipments.

3878. So you would admit that public funds would be required for that purpose?—Yes.

3879. (*Lady Frederick Cavendish.*) My Lord, do you not think that to strictly limit the elementary schools to elementary subjects might have a depressing effect upon elementary teachers and might even lower the type of them?—I do not think so. I think that what depresses elementary teachers more than anything else at present is that there is nothing for them to look forward to. The chances of promotion in their own profession are so small; there is nothing which they can expect to get out of it. If you created a good system of secondary schools to which a good many of them would eventually go as teachers, I think you would do more to make the teachers happy in their profession than by encouraging them to teach subjects, which, as a general rule, the children are hardly ready for.

3880. (*Dean of Manchester.*) Is it because of the moral influence upon parents that you desire that Secondary Education should be self-supporting. Is that the chief element in your wish?—I think it is chiefly for the moral element that I think it is better for the parents very much. But besides that, if you make the Secondary Education free, the result will be to increase rather than to diminish the present gap between the education of those who go to Eton and Harrow and the like, and the education of those who go to the grammar schools and the like. I think that would be a great evil, because by giving the best education quite free you still could not rival such institutions as Eton. You would still have great schools quite apart from the general system. I think that would be a very great evil indeed.

3880*a*. (*Chairman.*) Did I rightly understand that you would, as matters stand at this moment, still have third grade schools; that you do not recile from the view of the Commission of 1868 that there should be public secondary schools corresponding to what they call third grade schools?—I still think that it would be better to establish such schools. I admit, of course, that the position is very greatly changed by the change that has taken place since 1868, but I still do not see any better mode of providing that kind of Secondary Education generally.

VALUE AND NEED OF EXHIBITIONS.

3881. Exhibitions have been referred to once or twice in your evidence. Will you tell us what you think of the value and need of exhibitions under the three classes which were adverted to in the Report of 1868, viz.—exhibitions to be held at a school; exhibitions to be obtained from one school to another of higher grade; and exhibitions from secondary schools to universities?—I think that what we recommended is still perfectly sound, and that the difficulty is that at present there are not such exhibitions in existence, and, to a very great extent, it is because there are not schools to which the exhibitioners could go.

3882. In that report the Commissioners recommended the maintenance of local restrictions to some extent as regards exhibitions, but disapproved a restriction on the score of the poverty of parents?—Yes, that is true.

3883. Would you still be of the same opinion as regards restrictions applying on the score of the poverty of parents, having regard to the fact that there is evidence to show that in many cases exhibitions and scholarships have been to a large extent taken by the children of comparatively opulent parents?—I think that what I know has been done since that report was written supplies a very useful method of dealing with the cases of poverty. That is, I think it would be advisable that the exhibitions should in all cases be open to competition to parents of all ranks of society; they should be open to the richest as well as the poorest; but I think it might be well that the exhibitions should be of very small value, and that the authorities should have power to increase those exhibitions so as to be of full value to parents who could not afford to send their children unless they could send them free.

3884. So that the exhibition or scholarship, as a matter of honour, would remain, but, as a matter of assistance, it would go to those who needed it?—Yes, and that, I think, has worked exceedingly well to my knowledge in various separate cases. It was first thought of by Dr. Perceval, who is now at Rugby, and he has certainly found it a very excellent mode of dealing with exhibitions generally. The more I have looked into it the more it has seemed to me that that has really met the difficulty which does certainly arise as regards poor parents whose children are really worth very special assistance.

3885. It has been stated that at some of what are called the great public schools, where entrance scholarships exist for competition, these scholarships are in some measure practically monopolised by the children of parents well-to-do, because they are able to pay for the expensive preparation which is required in the case of competition. Is that within your Lordship's knowledge?—There is a certain amount of truth in it, no doubt, but there is less truth in it than appears, because the parents whose boys go in for those exhibitions belong, as a general rule, to the upper class of society, and the difference between them and the wealthy is hardly such as to affect the competition very much. A really clever boy is not at a very great disadvantage, as a rule, if he is not at quite so good a preparatory school as might appear.

3886. I understand that the principle which you laid down in your previous answer might, in your opinion, be applied to entrance scholarships as well as to competitive scholarships to be obtained by boys already in a school?—I think it might.

3887. And, perhaps, also to scholarships at universities?—I think so.

3888. (*Dr. Fairbairn.*) Is it within your Lordship's knowledge whether the difference between the advantages of the rich and the poor is greater at the public schools than at the universities in the matter of exhibitions or scholarships?—I should have thought they were very much the same. I do not know any reason why they should be greater at the schools than at the universities or *vice versâ*.

3889. It is a matter, I suppose, that only very careful statistical information could shed any light upon; but, judging from a number of cases that have fallen under my own observation, I think that certain colleges in the university probably draw a much larger proportion of their scholars from what may be regarded as the poorer classes than do public schools. Have you any experience to help us on that point?—I am afraid I cannot throw any light upon that matter. It is a matter about which it is very difficult to speak without a very careful inquiry, because general expressions on such a subject are so apt to be misleading. A few striking instances make a great impression on one, and yet if you had to look into every separate case, you would find that there are very few.

3890. It would have this bearing, if it could be made out: that, of course, if an equalisation as regards preparatory schools could be made, as

has been made by endowed schools and in Secondary Education in relation to the university, the result would be different from what it is?—I do not think so. I cannot, of course, speak with any certainty, but I do not think it would be so.

3891. (*Mr. Cockburn.*) Would you be willing to fence these exhibitions round by some limitation of means?—I do not think it would be wise. I think it would be very much better to take the plan that I was suggesting before; that is, that the exhibitions should have a small value capable of increase in the case of poverty.

3892. Open to all, but possible of increase where the means required?—Yes.

3893. And that discretion should be vested in whom?—It should be vested in the authorities of the school where the exhibitioner was to go, or vested in the authorities of the school from which the exhibitioner was going—whichever had the granting of the exhibitions.

3894. Would you have these exhibitions provided for imperially or locally?—I should provide them out of the rates.

3895. (*Mr. Yoxall.*) Would your Lordship give us your opinion upon the alternative proposals for filling up the exhibitions; the ordinary proposal of awarding the exhibitions as the result of competitive examinations at the higher school on the part of those who wish to enter in that way; and the second proposal, that the scholar should take a leaving exhibition awarded upon the recommendation of the teachers and managers of the school that is about to be left?—I think both kinds of exhibitions are wanted.

3896. You are aware, probably, that the second kind of leaving exhibition, awarded upon selection rather than pure competition, is much more seldom met with?—I did not understand you to mean that they were to be awarded otherwise than by competition.

3897. But that the competition should be within the school left?—Yes. The competition should be within the school left, certainly. I think it is good for a school to have exhibitions to be carried away, but they should be awarded strictly by competition.

3898. Would you not agree that the intimate knowledge on the part of managers and teachers of the boys within the school should come into the decision as an additional factor to an examination?—It is a matter very much of detail. I should not at all object, for instance, to the master's reporting how the boy acquitted himself in form through a certain period, but I should object very much to a boy's goodness of character being taken into account.

3899. When you said that there was not sufficient distinction between the poorer and richer classes with regard to the cost of private coaching for competitions, perhaps you did not at that moment fully consider a system which is in contemplation in the future, by which the competitions for scholarships will be largely on the part of children of the poorer class, and the difference between the children of the poorer class and the children of the middle class is such as to bring in this question of private coaching to a very considerable extent?—As a rule you would find that these competitions would be between children who are a good deal on the same level in social position, because of the different kinds of schools to which they were going. I do not think anything you could devise will enable children from the elementary schools to compete for scholarships at Eton.

3900. I was not thinking of scholarships at Eton directly, but that might come at a second or third stage?—If it comes at a second or third stage the boy has got an exhibition somewhere else, and has been through the regular system. I certainly do not think that the difference between a clever boy and a dull boy will be made up by the cleverest tutor that ever lived.

3901. Take the case of London boys who might wish to enter Dulwich School by an entrance exhibition won by competition: the son of a small London tailor and the son of a London stockbroker might compete for an entrance exhibition at that school; in that case it must be evident that the son of the tailor could not receive that amount of private coaching which the stockbroker could afford to give his son. How in the future are we to avoid that difficulty?—If your system of Secondary Education is what it ought to be you will certainly beat the private tutors.

3902. I am contemplating the private tuition of one boy and on the other hand a boy from the London Board School?—He has got it in the London Board School.

3903. The one boy has been to a private school, and to that is superadded the best private coaching that money can get; to the other is superadded nothing, but what private time the teachers can give him?—Of course that all turns upon the kind of examination that you have to put the boy through. If the examination is of such a character as will suit the boy that is coming from the board school, if it is of such a kind as to turn upon subjects that he would there be taught, then I say you would certainly send a clever boy in as against a dull boy who had gone to the cleverest coach.

3904. Would you make the examinations fit the curriculum of the average previous school?—I do not think that would be the best way of doing it. I think it will be far better to have the other kind of exhibitions for those boys—that is, leaving exhibitions. Then you have everything perfectly fair. Grant a leaving exhibition, and tell him, "You may go to "what school you like."

3905. And, of course, the leaving exhibition would be attached to a particular school?—Yes, the leaving exhibition would be attached to a particular school, and it would provide for all the boys without any chance of unfairness.

3906. (*Dr. Wormell.*) You would admit, I think, that the honour of gaining a scholarship or exhibition is very much prized, apart altogether from the money value attaching to it?—Certainly.

3907. It has been suggested in evidence before this Commission that the large number of scholarships and exhibitions recently established and restricted to scholars from elementary schools is one of the causes which have together led to a large number of children, whose parents could pay for a better education, entering the board schools and elementary schools as the readiest means to this distinction. Do you think that is the case?—I should think it had some effect. I do not see any evidence that it has had a very large effect, but it certainly has had some.

3908. Could you suggest any remedy for that defect?—I cannot say that I see any remedy. It would be a great mistake to exclude boys from the competition because their parents are well able to pay. It would be better to exclude them from the school altogether, and say, "You must go "to a paying school."

3909. (*Mr. Lyttelton.*) Have you any fear that the large increase in the number of exhibitions would lead to a congestion of what has been called the literary proletariat?—No, I do not think so. I think you may go a long way yet before you will have a congestion of the literary proletariat. That congestion does not arise from picking out the literary boys, but from giving a literary education to those who are really not quite fit for it.

3910. (*Mr. Llewellyn Smith.*) Do you consider that more than one grade of exhibition is required corresponding to the difference of grade in secondary schools?—I think it is best with exhibitions to establish them under varieties of conditions. I think, for instance, that it would be a great help if you had exhibitions for boys leaving elementary schools, without saying where they were to go, and only requiring that they should take these exhibitions to some approved secondary school.

3911. That is the method, is it not, which is now being adopted by the London Technical Education Board?—Yes. Then, I think, besides that, there ought to be entrance exhibitions in the secondary schools when the secondary schools are to choose boys and the boys are to come from anywhere.

3912. Those are to a considerable extent provided?—There is a provision of that kind, but leaving exhibitions are the ones that are not yet provided for at all.

3913. The exhibitions, that is to say, awarded by some public authority, but to be competed for by boys leaving elementary schools?—Yes.

3914. Until the present year they were not provided for?—No, they were not.

3915. In the present year the London County Council has awarded 500 scholarships for those?—But they, I think, are to go to technical schools.

3916. The board is precluded from allowing them to be held at any school which does not give some form of technical education within the very wide meaning of the Technical Education Acts, but within that limit they are being distributed over a very large number of the secondary schools of London—very nearly all?—Yes.

3917. I do not ask you your opinion as to whether the examination and the conditions were wise in detail, but would some such system as that meet the needs of London?—I should think it would very largely.

3918. Assuming the restriction confining them to technical schools were removed?—I think that ought to be removed.

3919. Though as a matter of fact that has not been felt to be a hindrance because all secondary schools were giving some form of technical education?—Practically it has been interpreted as if the restriction did not exist. I mean that every school in a certain sense fulfils the condition.

3920. Is it not desirable that it should?—Certainly. I do not think it is an evil that it has been so interpreted.

3921. But beyond those 500 scholarships I understand that the technical education board is proposing to give a smaller number—30 in the first place—of what they call intermediate scholarships, to be tenable at schools of a rather higher grade, such schools as St. Paul's or Dulwich. Do you think there is a need of a smaller number of more expensive scholarships?—The only question really there is whether they are not moving too quickly, but I think that ultimately you must provide them.

3922. For the first batch of 30 there were 346 candidates. That suggests that possibly they were not going too fast?—I do not think that tells whether they are going too fast or not. The question is what adaptation is possible to get them into these higher schools without considerable readjustment of the curricula of the higher schools.

3923. It would take them out of their surroundings and they would have to be, therefore, exceptional boys and girls?—Yes. They would have to be quite exceptional, and I think it would be necessary to feel your way in creating a system of exhibitions of that sort.

3924. With regard to the value of the exhibitions, your suggestion is that the value might be small but be increased by some authority in accordance with the requirements of the parents. Would not that be a system which could only be carried out on a very small scale? Do you think it would be possible to make, on at all a large or systematic scale, inquiries as to the means of parents?—It would have to be done on a large scale in the sense that you must have a considerable number of local authorities who are to make the necessary inquiries, but I do not think it would be impossible to do it very largely on a very large scale if you take pains to put the distribution of the money into the hands of small local bodies that you could trust.

3925. You do not think that such a test as that could be replaced by a test as to the kind of school they should come from?—I think you want scholarships which are limited to the kind of school they come from.

3926. But with regard to those scholarships which are limited to elementary schools, would you still say that their value should be small, but should be increased in certain cases?—I should. I do not think it is equally necessary, but I should still say it, because there are now in elementary schools a considerable number of children whose parents could very well afford to pay.

3927. Then there would be, as you suggest, a certain danger of wasting money?—Yes.

3928. But against that there would have to be set, would there not, the difficulty of making inquiries on a scale large enough to cover the ground?—I do not deny the difficulty. It requires people you can trust, but I do not think it is impossible at all.

3929. (*Mr. Hobhouse.*) Would your Lordship approve of making any of these scholarships provided out of public money tenable at private schools or proprietary schools?—It would depend upon the position in which the private schools or proprietary schools were placed in the secondary system. I think if you recognise private or proprietary schools—which I myself should decidedly recommend—you would put them, I presume, under such inspection as would justify you in allowing exhibitions to be taken to them.

3930. Providing they were approved as efficient by the local authority, you would think that these scholarships might be tenable at them?—Yes.

3931. In the same way as they would be tenable at endowed schools?—Yes.

3932. (*Mr. Jebb.*) Your Lordship holds that Secondary Education ought to be self-supporting, but that poor boys should be enabled by exhibitions to pass from the elementary to the secondary school. The boys who did not get exhibitions would have to remain satisfied with elementary education?—Yes.

3933. Can anyone expect to ascertain, at the early age at which these exhibitions would usually be competed for, whether a boy is likely or not to be capable of profiting by Secondary Education?—You can ascertain, I think, for a certain length of time—that is, you cannot be quite sure, if you pick boys at the age of 13, whether they will be fit to go ultimately to the university, but you can be tolerably safe in saying that they would be fit to go to a Secondary School.

3934. And suppose a boy fails at the age of 13 to get an exhibition—a boy in poor circumstances—his chance of getting Secondary Education on your plan would be over, would it not?—Yes.

3935. I mean supposing that two years later, we will say, he develops promise, he would have no way of getting on, would he?—It would depend. If he developed promise two or three years later he ought not to be excluded from open competitions.

3936. Then ought there to be exhibitions or scholarships for which the competition should take place at a rather later age?—Certainly.

3937. And supposing the boy on leaving the elementary school, and not being able to go to a secondary school, had continued his studies privately, or with private aid of some kind, should there be an arrangement by which he could then become a competitor?—I should admit every boy to competition. The rule which the Commissioners laid down (I do not know whether it has been noticed at all) seemed to me then, and has seemed to me since, to be the best rule that could be made in regard to the restrictions on exhibitions. You will find this at page 601 of our report:—"The other case in which the restrictions do mischief is that in "which more than one restriction affects the same exhibition. Thus, for

"instance, an exhibition is to be given to boys born in a particular dis-
"trict, and educated in a particular school, to enable them to go to a
"particular college. Now, any one of these restrictions taken by itself,
"may work very well. An exhibition for boys of a particular district,
"would be a great stimulus to all the boys of that district, but then it
"should be open to all of them, and not only to those who go to a parti-
"cular school. An exhibition for boys in a particular school is a great
"stimulus to that school; but then it should be open to every boy in the
"school. An exhibition tenable at a particular college is a great en-
"couragement to the college; but then it should be open to all who
"come to the college." If you keep to that rule of making only one restriction for one exhibition or class of exhibitions, I think you are tolerably safe.

3938. Does your Lordship see any possible danger from this point of view? Suppose a boy has got to the top of an elementary school, and has learnt all that it can teach him, and then suppose he fails to get an exhibition, his parent may say: "I cannot afford to have him spending any "more time over his education, and he must go to work;" though he yet may be a boy who would profit by Secondary Education. How could he get it?—Of course there are always possibilities, and I do not know that you can provide for every conceivable possibility. There will be individual cases where perhaps you might get a boy educated as he ought to be, who, under your system, is not educated as he ought to be, but you have to consider the effect of your general rule, and not to consider the working of each particular case.

3939. I was rather suggesting that some of the difficulties seem to me to come from exclusive reliance on exhibitions and scholarships as a means of bridging the interval between Elementary Education and Secondary Education. No doubt it is a most valuable means of passage from one to the other, but may it not to leave a large number of possible cases untouched?—I should not have thought it was a large number.

3940. (*Dean of Manchester.*) Does it occur to you that there are cases such as those to which Mr. Jebb has alluded where it is of great importance to the parent that there should be wage earning. Has your Lordship ever contemplated, or do you bar the idea of maintenance?—No, I should not bar it, certainly not.

3941. Would not your Lordship think it might be a very desirable form?—I should think it might be desirable that in many cases the exhibition should cover not only the cost of the higher education to which the boy was going, but also the cost to his parent of what the parent has lost by not having his labour.

3942. Is your Lordship aware that, happily, as I judge, that is very largely the opinion, certainly in some university colleges, such as Owens College, for example, and in the Manchester Grammar School?—I was aware of it being so in the Manchester Grammar School.

3943. And is your Lordship aware also that this extends to leaving exhibitions, and that there is large discretionary power in the hands of the governors of the Manchester Grammar School, to give money from a private fund when it is felt that the university would be a great advantage to the holder?—I have heard so, but not so as to able to say that I know very much about the matter. I have been told that there was such a private fund, and I have no doubt that such private funds would grow up rapidly under a good system of Secondary Education with exhibitions.

3944. Do you not think they would be very valuable?—I think they would be very valuable.

3945. Has your Lordship thought that it would be very possible that some obsolete funds, or funds for which the uses are in present opinion obsolete, might very reasonably be verted in the direction of exhibitions to any schools of which the trustees should approve?—We reported on that very point in our report, and we were strongly of opionion that it was a very good use of a great many charities which are considered to be, and

which are generally allowed to be, simple waste. I know that that part of the report was not very acceptable to the public generally. That is, people who had not these charities thought it would be a very good way to use them so, but the people who had the charities did not think so. When I say the people who had these charities, I mean not the recipients but the administrators.

3946. Is your Lordship aware that now there is in some parts of the country an improved public opinion upon this subject, and that there are funds that have been so verted. I will especially allude to one with which I was connected when I was vicar of Rochdale, which had become useless, and which under the Charity Commissioners we have now got applied to the purposes of exhibitions such as your Lordship has been sketching to any place of Secondary Education, for example to Owens College, or to the grammar school, without any restriction of any kind except the necessities of the case. Is your Lordship aware that this opinion is rapidly gaining ground?—I was aware that it was gaining ground. It does not gain ground very much in the country, I am sorry to say. It gains ground in the large towns, but I do not find it gaining much ground in the smaller towns or at all in the rural districts. For instance, I think that a great many of the bread charities are very mischievous things, but I do not often come across trustees who are willing to have those charities converted to anything of this sort; and a good many of the dole charities I think are mischievous things, but they also, I find, are in the hands of those who are very conservative about the matter.

3947. (*Chairman.*) Your Lordship is aware that in the City of London all the parochial charities were diverted and that no objection has been taken?—Very great objection has been taken, but not by people who had any power to take those objections.

3948. I ought to have said that no objection has been taken by public opinion in general, and that practically no serious objection was taken in the House of Commons?—I think you are right there. I think there has been no objection taken that you are bound to take any notice of.

3949. I do not refer to the administrators in the city, some of whom doubtless disliked a change, but to such opinion as manifested itself in some of the later stages of the Bill which dealt with those clauses. The Bill, I think, passed through your Lordships' House without opposition?—That Bill was passed through the House before I became Bishop of London. I mean, I think myself, if I had been Bishop of London at the time, I should have handled the Bill a good deal.

3950. Your Lordship was in the House as Bishop of Exeter?—Yes; but I did not consider that, as Bishop of Exeter, I had very much ground for interfering with the charities of the City of London.

3951. (*Dean of Manchester.*) Is there not often local jealousy?—Every different kind of motive comes in, and I think in many cases the administrators have a sort of feeling that they are doing very good work, the goodness of which is magnified in their eyes by their coming closer to it as it were, and I do not think they see the mischief that such charities very often do.

3952. (*Mr. Hobhouse.*) When your Lordship spoke just now of a private fund supplementing exhibitions, do you mean a fund subscribed by private persons?—Yes.

3953. Not privately administered?—You cannot control private persons in that respect. If they chose to administer it privately they can do so, and I see no objection to their doing so.

3954. It might be a purely eleemosynary fund?—Yes. I think it would be better that these should be private funds publicly administered.

POSITION OF THE QUESTION OF RELIGIOUS INSTRUCTION.

3955. (*Chairman.*) Now I will ask your Lordship to favour us with your views on the present position of the questions relating to religious instruction in schools which were dealt with in the Report of the Schools Inquiry Commission?—I think the general principle of our report was thoroughly

sound, and that what we have seen of schools since has confirmed what we then recommended. The general principal of our report was that in the old endowed schools the religious instruction was to be left as we found it, except that in every case there should be a conscience clause, and that generally religious instruction protected by a conscience clause should be in the hands of the governors of the schools with this particular regulation. that the arrangements should be such that in day schools, and in schools similar in character to day schools, the religious instruction should be at the discretion of the governing bodies, but that in boarding schools the religious instruction must be left in the hands of the boarding-house master. That, on the whole, marks out the general principle of what was recommended. I think that if you read the report you will find that the reasons which are given for those recommendations are still followed.

3956. Should I be right in saying that the substantial result of the evidence which was before the Commission was to this effect: that while parents, as a rule, desired that their children should have some religious instruction given in schools, they did not desire that that instruction should be of a denominational character?—I think it came very much to that. It was not the purpose of the Commission to look very closely into the question of denominational *versus* undenominational. There had not been so much said about it at that time as there has been said about it since; but the drift of it was unquestionably that way.

3957. (*Dean of Manchester.*) Is your Lordship cognisant of the fact that there has been a considerable departure from that view in boarding schools and the new schools under the Welsh Intermediate Education Act?—The boarding schools with which I have had anything to do have almost all of them been schools in some way directly connected with the Church of England, and there has been not any very considerable departure.

3958. Not even in recent schemes?—Not in schemes in the case of the schools I am speaking of. I do not know of any cases of recent schemes which have come before me in which there is any departure. There may be. I cannot answer the question.

3959. From your Lordship's own experience at Rugby and elsewhere, are you still disposed to adhere to the recommendations of your own Commission?—Yes.

3960. In every respect?—Yes.

3961. (*Dr. Wormell.*) I think you agree that there should be religious teaching of an educational character in all schools for Secondary Education?—I do.

3962. And that the liberty to withdraw should be everywhere conceded?—Yes, everywhere conceded, but not to boys in the boarding houses.

3963. I am speaking of schools for general education. That, in fact, is the substance of the recommendations of the previous Commission?—Yes.

3964. Has any neglect or abuse of this liberty been brought to your notice of late years?—No, I do not think so. I do not find it anywhere.

3965. Is it not true that the acrimony which characterised the religious controversy respecting schools 25 years ago has almost entirely disappeared?—From certain parts of the country—not universally.

3966. Would you consider it unwise at the present moment to let loose again the so-called religious difficulty by opening without evident or sufficient reason a general inquiry into the working of the conscience clause?—I should not have thought it desirable, and I should not have thought it necessary.

3967. (*Lady Frederick Cavendish.*) Not to the extent of inquiring where it was in operation, and whether it was much made use of?—I should have thought it better on the whole to leave things as they were, but you may have some information that justifies you in coming to a different opinion. I do not myself see any reason for further inquiry.

3968. (*Mr. Yoxall.*) I presume your Lordship would deprecate, in connexion with the establishment of secondary day schools by local authorities or by the State, the imposition of any theological test or disability distinctly associated with the dogmas or the religious observances of any one particular department of the Church in general?—I should deprecate that certainly.

3969. (*Dr. Fairbairn.*) May I ask your Lordship if you are still of the same opinion as was expressed in the report, that all regulations which restrict masterships to the clerical profession should be abolished?—Yes, I think so. I do not think it would be wise to restrict masterships to the clerical profession, except in cases where the original foundation did it. In new schools it would be out of the question, I think.

3970. There is, of course, a qualification relative even to the original endowment stated earlier in the report?—I still hold the opinion that is expressed in the report.

3971. (*Lady Frederick Cavendish.*) My Lord, with regard to "religious instruction," I think I understand that you are of opinion that all education in this country, whether supported by public money or not, should be based upon the Christian religion?—I did not say that, and what I meant was, that there should be religious instruction at the discretion of the governing body of the school, whatever governing body was appointed. I do not think you could say, that if the governing body found in a particular case that it would be right to give religious instruction of a particular kind, they ought to be precluded from ordering it in that particular school. There might be cases in which it would be quite right to do so.

3972. The emphasis of my question was on the word *Christian?*—Quite so; but if there were a non-Christian population around, I should not say that you were bound to insist that the religious instruction should be Christian.

3973. (*Dean of Manchester.*) In a Jewish quarter, for example?—In a Jewish quarter, or, for instance, to take a case which is not covered by the word but by the principle, in a Roman Catholic quarter. I should think they were not at liberty to do more than insist upon the conscience clause.

3974. Would you consider that it was not consistent with religious liberty that a man should not be appointed headmaster of a school because he was in holy orders?—I should not consider it right to exclude men in holy orders from such positions, any more than I should think it right to confine such positions to men in holy orders.

3975. (*Mr. Lyttelton.*) Your Lordship said that the conscience clause should not be compulsory in the case of boarding houses; would you say the same about boarding schools?—Do you mean if a school was entirely a boarding school?

3976. Yes.—It would depend upon the nature of the boarding school. If you are thinking of new schools, I do not think it would be wise for the State to authorise the establishment of a boarding school built by the rates, or the like, without any conscience clause.

3977. And would you say the same about a boarding school in a locality where it has to cover a large area, and which has been, or is going to be, subsidised in any way?—I do not quite know what is meant by subsidised. Do you mean by having exhibitions, for instance?

3978. No, I mean if it were to be put under a new scheme and helped in any way by local funds?—If you bring in the local fund, I think you must in that case have the conscience clause.

3979. (*Mr. Llewellyn Smith.*) Do you limit what you have said with regard to the conscience clause in secondary schools to schools established or aided by the State or local authorities, or is it a general opinion with regard to the desirability of having a conscience clause in all public

schools?—I think it is better, that in all public secondary schools there should be a conscience clause.

3980. In all secondary schools not conducted for private profit?—Yes, in all public schools there should be a conscience clause; but I do not say the same of boarding houses attached to those schools.

3981. So far as they are day schools, would you contemplate that it would be likely, and possibly desirable, that various religious communities should prefer to continue to carry on some schools under their own management, for their own members, without a conscience clause?—There are cases where such a thing might be, but I think that if they receive in any way public money, they must submit to the conscience clause as a recognition of the fact that they are in that relation to the State in general.

3982. I mean, supposing they did not want the public money. I do not know whether you contemplate that in the organisation of Secondary Education, part of the supply would be furnished by schools of a kind, which would be distinctly denominational?—I did not at all wish to exclude private schools from the general system of Secondary Education, and they would not have a conscience clause.

EFFECT OF LOCAL GOVERNMENT ACT, 1888, ON CONCLUSIONS OF SCHOOLS INQUIRY COMMISSION.

3983. (*Chairman.*) How far would your Lordship consider that the Local Government Act, 1888, and the creation of county councils enjoying a vigorous life affects the recommendations made by the Commission of 1864–68, and as regards provincial authorities?—The provincial authorities recommended by the Schools Inquiry Commission were recommended because it appeared to the Commissioners that some such authority was an absolute necessity, and there was no local body of any kind that could take that place. If there had been at that time in existence county councils I am quite certain that the Commissioners would not have made the recommendation that they did make; in some way or other they would have taken the county councils as, on the whole and with certain regulations, the best provincial authorities.

3984. And your own disposition would be now to take the county as the area of what may be called district organisation for Secondary Education?—It will be remembered that the Commission recommended that the provincial authority should be based upon the Registrar General's divisions. That is on page 639 of the report. This was not in our opinion the best area for the purpose of forming a provincial authority. We did come to the conclusion that if we could have found the means of creating a provincial authority such as we wished for, the county would be a better area than any other.

3985. At page 641 of the report there is the following passage: "We "yet think that if there be in any county a general desire to assume the "management of its own schools, sufficiently strong to induce the people "to demand to have a board of their own, the demand should be welcomed "at once." Then you go on to say, "The simplest method of forming a "county board seems to be to take the chairmen of the boards of guardians," and so on?—There is another passage in which we distinctly said that we should prefer the county as the basis. Now it appears to me that the creation of the county councils has put the whole question with regard to provincial authority on a new footing, and in all probability the best provincial authority would be the county council itself with certain regulations.

3986. There is a passage on page 579 which perhaps is the passage you refer to?—Yes: the passage is this:—"The division of England into "counties seems to offer the most natural basis for such a purpose "as we are now describing. In many important respects each "county is a whole by itself, and has a political and social life "of its own, a great advantage in the management of all matters "that require co-operation." Then it goes on, "We are of opinion "that, in all arrangements relating to education, it will be expedient to "provide that it shall be possible eventually to allow each county, subject "still to superior authority, to have the control of its own schools." Then

we go on to say, "We propose to take, as the most convenient districts to "begin with, the eleven divisions made by the Registrar-General." We did not think that a county arrangement was possible at that time. We did not think the country was ripe for it. But I think county councils now are probably the bodies that are most likely to do the work, with the efficiency which comes from a combination of local knowledge and local interest.

3987. (*Dr. Fairbairn.*) At page 643 there is this sentence: "In such "cases a county board, and more especially a county board in great part "emanating from the people, would do with comparative ease what "perhaps no other board could do at all?"—Yes. We relied upon the power which a county council or a county board would have in consequence of its emanating from the people at large.

3988. (*Chairman.*) I should like to ask your Lordship's opinion upon a suggestion which has been made to us by previous witnesses, that small counties might be allowed an option of uniting for educational purposes, the counties of Cumberland and Westmoreland for instance?—I think that might be done in cases where they are willing to combine. Some counties are too small for such a work as this.

3989. As regards authorities, would you take a county council as it stands and make it the local authority for Secondary Education, or would you compose the body somewhat differently?—I would take it as it stands with certain additions. That is, in the first place it will be observed that in the provincial authority that we recommended we advised that an inspector of Secondary Education should be appointed, and that he should be a member of this provincial authority. I think such an inspector would be wanted in the county councils, and that it would be good that he should be himself a member of the county council for the county in which he was working. The difference between a county council without an authoritative expert sitting on it and a county council with such an expert is very great indeed. We thought that the county council would be the proper body (or, as we proposed, the provincial authority) to decide what should be done in all these cases, but that there should be somebody with thorough knowledge of the subject, who should be there with power to advise the county council.

3990. Would you also give the inspector the power to vote?—Yes, I should give the inspector power to vote. In most cases the inspector would carry the county council with him, and in those cases where he did not, I think it would be almost certain that it would be better that he should not. The only other modification that I should suggest would be, I think, that a certain representation of the teachers should be added to the county council for this particular purpose, and for this purpose alone. I should not put on a large number of them, I think it would be better that it should be a small contingent. But it is very important that the county councils should have at their command the information which only teachers can really give. There is a good deal of information about education which you cannot get from people who have not been, or are not at the time, engaged in actual teaching; it is very important that whatever authority you set up should have that information completely at command. It is a matter of detail how far you would go in bringing in such assessors, but I think the number should not be very large; it certainly should not be anything like sufficient to rule the council. In that way I think you will combine all the very best information of the kind required with the authority which belongs to a popularly elected body.

3991. Assuming the representation of teachers which you have suggested, what would you think of the proposal that they should be associated, not with the whole county council, which in many cases would be a very large body, but with an educational committee of the county council?—I do not object to its being put in that shape. I think it would be necessary that they should be there and have votes, otherwise I do not think they would be sure of being listened to so carefully as they ought to be.

3992. How would you propose to deal with county boroughs which are included within the area of a county?—I should take the county as a whole, but I think that the old Commission was right in recommending that a large town with, say 100,000 population, ought to have a council of its own. That has practically been done.

3993. Would not your Lordship consider that for certain purposes at all events it might be desirable that there should be an educational committee for the county in which even these larger boroughs should be represented. Take for instance the provision of certain educational institutions—let us say technical—in which the whole county would be interested: it might not be necessary to re-duplicate those for the county and for the boroughs?—I doubt the expediency of it. For instance, when you get a town with 100,000 people or more, the particular wants of that town are quite distinct from the wants of the country outside. On the other hand the country requires handling very much. I think it would be better on the whole that they should be independent of one another.

3994. Then the county authority would control everything within the county, including towns smaller than 100,000, but towns larger than 100,000 would each of them be separate units?—Yes.

3995. So that your system of creating a county authority would be comparatively simple. There would be the two elements, teachers and county councils?—And the inspector.

3996. You would not think it necessary that any educational authorities, such as school boards, should have representation upon the county authority, because, I suppose, among other reasons, there are many counties in which the number of school boards is comparatively few?—I do not know that very great difference would be made by letting the school boards be represented. I do not think you would gain very much by it. I think that letting the teachers be represented is a different thing, because they are able to give you information that the school boards cannot give you, and nobody else can give you.

3997. I suppose you would expect that to react favourably upon the professional status of the teacher, which you referred to at an earlier stage of your evidence?—Yes.

3998. Do you wish to modify the recommendations made with regard to the powers of the provincial authority made in the report?—I have not seen anything which I think should be modified. The provincial authorities ought to prepare schemes for existing schools and for the creation of new schools.

3999. What power would you give to county authorities?—I should give them the power of preparing schemes and submitting them to the Charity Commissioners or to the central authority. I think you should have a central authority.

4000. You think that schemes should be submitted to the central authority?—Yes.

4001. Would that apply to all endowments, great or small. Would you not allow them to deal with the smaller endowments?—I had not thought of making any distinction. It might be necessary, but I had not thought it would be. Even with regard to the smallest endowments it would be better that they should be regulated with some regard to general principles.

4002. Then taking the case of the very large endowments and very important schools, would you put them in the same position as regards the county council and the central authority. Take, for instance, the case of Eton; would you give the county council of Buckinghamshire the power to propose a scheme for Eton?—I think it would be better to exclude from the county council administration the schools which the Legislature has already dealt with in the Public Schools Act.

4003. Now take the case of the county of Rutland and the school of Uppingham, which has not been dealt with by Act, but which is a very

important foundation, having regard to the diminutiveness of the county? —Very important, indeed. When you were speaking about the grouping of counties, I certainly thought that Rutland would be a case in point. You must group Rutland with something else. It is really not large enough for a county council to deal with its education.

4004. Only sometimes these little places are those that stand out most obstinately?—That is quite true.

RELATION OF THE UNIVERSITIES TO THE COUNTY AUTHORITY.

4005. What powers of inspection and examination would you be disposed to give the provincial or county authority for Secondary Education? —I think think the county authority should have all schools that came under them inspected by the inspector of the district—a member of their own board. He should be left free to examine according to his own views very much, but reporting always to the county council. But I think the regular examination of the schools should, if possible, be put into the hands of the universities.

4006. Would you connect the universities in any, and, if so, in, what way, with these county educational authorities?—I think the county authority should be required to call upon the universities to examine the schools, and that the universities should be required to attend to the call.

4007. You would not necessarily consider that there was any occasion for representing the universities upon the county authority?—I do not think that anything would be gained by putting the university authorities in that position.

4008. Would you consider that the functions of inspection and examination might properly be given to those county authorities entirely, with no necessity for interference by a central authority?—Yes, I think so.

4009. (*Sir Henry Roscoe.*) Do I understand that the connexion with the university would be simply that of examining?—I think that is the work they can best do. They can be informed of the curriculum of each school, and left to themselves to examine the school in that curriculum, and the examination should be such as would cover at least a third of the school.

4010. That is imposing a very considerable weight on the present universities?—The examiners, of course, would have to be paid.

4011. Paid by the educational authority of the district?—Yes.

4012. Would you divide the examining power of the universities in some distinct way? How would you divide the work as between the universities?—I think that probably it would be best to leave the county councils free to apply to either university. That is a matter of more detail than I have looked into.

4013. Would you allow the University of London and the Victoria University in Lancashire to take part in the examinations?—I should allow the University of London to take part certainly.

4014. And the Victoria University?—Yes, and the Victoria University.

4015. Should you think that examinations are better conducted in that way than by a separate Department of the State?—I think on the whole the examination would be better. I am quite sure of one thing, that the examination would be much more thorough, and more impartial than in any other way that you could suggest.

4016. There would be a difference in that respect between the Secondary Education and the primary education of the country, one being conducted by the State and the other by the university. You do not see any objection to that?—I do not see any objection at all.

4017. (*Mrs. Bryant.*) I should like to understand exactly whether the choice of the examinations would be made by the governors of the school? —The governors of the school would state what was the course of instruction, and the universities, on being informed of that, would examine the boys to see whether they had been instructed in accordance with the course.

4018. Do you contemplate the formation of certain joint examination boards including the older universities?—No; I did not contemplate that. I thought the universities might act independently of one another.

4019. In that case would the governing body of the school choose which university to go to?—I think on the whole it would be better that the county councils should choose.

4020. Perhaps with some sort of consultation with the governing body?—They might consult, but I do not think that would be necessary

4021. (*Dr. Fairbairn.*) Relative to the universities, does your Lordship not think that it is desirable by means of direct representation on the governing body to maintain thorough knowledge of the school by the university, and of the university by the school?—That is a very large question indeed, and it seems to me rather to lie outside the inquiry that you are making. It is unquestionably true that it would be good for the universities to know everything about the education of the whole of the country, and it is also quite true that the universities would influence for good the education wherever it came in contact with it, but it seems to me rather beyond the question of providing the best Secondary Education.

4022. Is it not intimately concerned with the constitution of the authority—even the provincial authority—that has to both create and administer schools?—I think the provincial authority would get sufficient information from their own inspector and from the representatives of the teachers.

4023. Yes, but in matters connected both with schools at the university and with the quality of degrees, is it not desirable that the local authority should be thoroughly well advised?—Yes, I think it is desirable, and I think that you would get on the whole the best advice in the way that I am saying. I do not think the universities, as bodies, possess sufficient local knowledge to be able to give very good advice upon the requirements of the schools of the county, and if they are to be introduced as advisers, it would be better to introduce them upon the central authority than into the provincial authority.

4024. The provincial authority is part of a national system?—Yes.

4025. What better means of keeping up the national within the provincial have we than through the representation of the universities?—I think the examination of the schools would keep up the connexion quite as much as would really work.

4026. We have had it testified that the university representatives at Birmingham have contributed very largely to the excellence of the King Edward's system and its administration. What works so well in Birmingham may work as well elsewhere, may not it?—That is quite true. You are speaking there of one particular large school or system of schools, but that is a different thing from the schools of a whole county. You will very easily get university men who can look to a system of schools like that at Birmingham, but I rather doubt whether university men, as such, would be very useful as advising schools for a whole county.

4027. May I further ask, then, to whom would you entrust the election of the teachers and the inspectors?—The inspector, on the whole, I think, it would be better to leave to be appointed by the Crown. That is the way in which it is most directly brought under a sense of national responsibility. If the appointment of the inspector were left to the local authorities there would be a danger, I think, occasionally of great mistakes being made; but if a great mistake were made in an appointment by the Crown, I think the House of Commons would very soon hear of it. I think that mistakes would not be very frequent.

4028. Then as regards the teachers?—As regards the teachers, I think it should be simply that the teachers should elect their representatives.

4029. You mean the teachers of the district?—Yes, the teachers of the district.

4030. Do you think that a board or body popularly elected is the best body for the conduct of Secondary Education?—I think it is of the very utmost importance to carry the country with you in all that you are doing about education, and a board so elected is the best body provided you supply them with thoroughly good information.

4031. Then would you practically make the Secondary Education board just as the elementary education board be elected by a special or by the parliamentary franchise or suffrage?—I had not thought particularly about the suffrage, but I should have it elected as the county council now is. It is a very good mode of election as far as I can judge.

4032. Then in the case of urban constituencies, would you have Secondary Education entrusted to the specially elected board or to the county council?—To the county council.

4033. Why would you prefer the county council to the board?—I think you would get more general interest in it.

4034. You think that men elected for other purposes than education would be the best fitted for educational work?—It depends upon what you mean. I do not think that men elected for other purposes than education would be the best fitted to do educational work if they were left alone, but I think that they are on the whole the best element, and should be the predominant element, as far as numbers go, on a board which is to be entrusted with the control of education. Just so, on the whole the Parliament of England representing the whole people are the best judges of what is for the national interest, and yet they are by no means the best judges always of particular things.

4035. Have you considered the action of a popularly elected body like the school board in education when charged with Secondary Education?—I do not know that I have thought particularly on that subject. It appears to me that a magnified school board for the county would not be by any means the best body to control the Secondary Education of the county.

4036. Nor do I, and it is because I do not think that that I am putting these questions. Is it not the case that all the jealousies of Secondary Education as to the expenditure on it existing amongst the artisan or labouring class would be enlisted against Secondary Education if it were entrusted to a county council?—I should not have expected that, because a very large number of the artisan class would benefit very greatly by the Secondary Education.

4037. Of course I think so too, but I am anxious to hear how the body that is to be constitutive and administrative, too, should be so made up as to avoid the conflict of feeling between Secondary and Primary Education?—I suppose there might be some sort of conflict, but I think it would be more likely to exist if you had over Secondary Education a board of experts than if you had a county council, and more likely to exist if you had a board which dealt with education only, than if you had a county council.

4038. How would you secure, in the case of the county council, as much interest in literary, as from its position it is bound to have in technical, education?—I do not think that you would find any lack of interest in literary education if the people really desire literary education; and if the people do not desire it I hardly think that in a national system you can force it upon them, as it were, from outside.

4039. But you can educate them up to the standard of desiring it?—Well, if they are willing to be so educated, you can.

4040. (*Mr. Cockburn.*) I think, from what you have already said, your Lordship quite feels that this control of Secondary Education will have to be vested in a popularly elected body?—I think so.

4041. And I suppose it is from that reason and from a desire not to multiply elections that you have fastened upon the existing county

councils as the most suitable body?—It was for that reason, and also, no doubt, from a desire not to multiply elections; but, besides that, I think that in those cases the people who are not experts in education are a very good element in any controlling body. The experts have certain faults which need the kind of correction that is given by ordinary people who do not look at one thing only.

4042. Then you agree with what a witness said some time ago, that "expert" educationalists are the very worst educationalists?—I have already said that I think they have done a good deal of mischief in the elementary schools by pushing things on too fast.

4043. Is that to be laid at the door of the controlling authority or the Department?—There has been no controlling authority.

4044. I mean the school boards?—Yes, certainly; it has to be laid to the school boards. I think the school boards have very largely egged on the Education Department, and I think the Education Department has been willing to be egged on.

4045. Your Lordship will be, of course, familiar with the large amount of duties the county council have to perform. I know the county council in the district in which I live has to control a very large amount of work over an area through which you could draw a straight line for 90 miles long. In the face of those facts, are you prepared to believe that that would be a better authority than a specially selected and elected education board: for example, in the West Riding of Yorkshire, exclusive of the towns that you would constitute separate units, of 100,000 and upwards?—I confess I have known something of the jealousies of specially elected boards for a purpose of this kind. I think the chances are that you give a great deal more scope to those who are sometimes called the faddists than is good.

4046. And you see no difficulty in these gentlemen being able to fulfil their functions if you add on education in addition to what they have to do?—I do not think they would fail.

4047. Then coming to the area where we should find them under the control of the school boards, in towns of 100,000 we should find school boards existing?—Yes.

4048. In the case of many school boards Secondary Education has been undertaken by them now?—Yes.

4049. You would have direct conflict there between the county council and the existing school board?—I admit that in those cases there would be a considerable difficulty in keeping the two bodies going together, and I should have preferred that the county councils had been created and had stepped into this place long ago. Now I see that there would be a certain amount of conflict, but, on the whole, I think that these big towns work themselves clear at last.

4050. You have contemplated the local authority raising the money by local rates for the erection of schools?—Yes.

4051. Not for the maintenance I understood you to say?—No, not for the maintenance.

4052. But for the provision of schools and for exhibitions?—Yes.

4053. Would you have that a separate rate from the school board rate? Would you have two classes of educational rates in the same district and over the same area?—Yes.

4054. (*Mr. Yoxall.*) Your Lordship would not, I suppose, approve in any case of the establishment of a Secondary Education board or a secondary school board for the various areas of the country?—I should prefer, as I said before, not a Secondary Education board, but to take the county councils as they stand.

4055. And supposing such a committee of the county council were created with the aid of experts and teachers to assist it, and the committees were at first to deal with Secondary and Technical Education only, would

you contemplate with any degree of satisfaction the probability of such a body later on taking over the work of elementary education also, and so unifying the whole work of education?—I think it would not be a very great evil that they should ultimately absorb the school boards, but I do not think that in a county the county council could dispense with having something between them and the separate schools.

4056. You would have a governing body for each school?—For each school or each district.

4057. What part would you expect the district councils to play in the matter?—I should prefer to hand over the work of the school board to the district council if I could.

4058. (*Mr. Fenwick.*) I think you told us that it might be necessary to group small counties, if you thought that you might have certain counties that were too large and might have to be divided?—I think it is possible, for instance, that Yorkshire might be taken as three counties, which, practically, I suppose it is now very much.

4059. Have you thought only of Lincolnshire?—I did not think it was in every county too large to be the proper area for a system of schools. In Yorkshire the three different ridings have a certain amount of independent county feeling; a man of the West Riding has not very much to do with a man of the East Riding and so on; but I do not think there is any other county which is so subdivided. Now, Devonshire is as large as Lincolnshire, all but. There is very little difference between them, and yet I should not say that Devonshire was too large for a single governing body to control its Secondary Education.

4060. If it should be found in actual experience that the county was too large an area, would you be disposed to say that the district council should be constituted the local authority for the control of Secondary Education?—No, that is too small I think, certainly.

4061. Or a group of district councils?—That would be simply subdividing the county. I should not object to subdividing the county if it were found expedient.

4062. (*Dr. Wormell.*) The inspector, as I think you called him, is what is described in the report as the district assistant commissioner?—Yes.

4063. Would you have an official district commissioner for every local board?—For every county council.

4064. And for every county borough council as well?—I think so.

4065. Then there would be a great number of them?—There would be a considerable number.

4066. Would you see any objection to the official district commissioners belonging, say, to the councils of the counties and of the county boroughs of the same county?—I think it would be necessary to decide that matter by actual experience. I should not object to it at all; but I should not advise laying it down as a rule that it was to be so.

4067. This commissioner is to be a member of the council and not a servant in any way of the council; he is to be a man who knows something of education; he might, for instance, be an ex-schoolmaster?—He might.

4068. Then with regard to the exclusion of some schools in the county from the district council. I suppose the reason for excluding them would be that they do not cater for the district, but receive their students from all over the county?—Yes, that is the reason.

4069. Not simply because they were once excluded by an Act of Parliament?—I take that simply because it is so convenient always to accept things that were actually done; but it is not of course simply because they were treated in that way by an Act of Parliament that there is a difference in their nature.

4070. Take such a school, for instance, as Wellington College, which evidently comes into the general description, though not the special

description, the students there by no means belonging to the township, but being drawn from all over the county. You would exclude such a school as that?—I think it would be better to exclude such a school as that.

4071. In saying that it was unnecessary that representatives of the universities should be upon these district authorities, I suppose you think, however, that it is quite right for representatives of the universities to be upon the governing bodies of endowed schools?—Yes, certainly. I see no objection to that.

4072. Your objection did not refer to that in any way?—No, not at all.

4073. (*Mr. Llewellyn Smith.*) With regard to the addition of experts and teachers to the county educational committee, would you leave it to the county council to decide how many of them there should be, and in what way they should be elected, or would you make it compulsory to add a certain number?—I think it would be better that it should be prescribed by law.

4074. Would you propose that the county authority should have discretion to set up schools where it liked, or that it should have to submit schemes for schools other than schools supported by endowments to the central authority?—I think they should submit schemes.

4075. You think that the central authority should have control?—I think that the central authority should be empowered to decide, in the last resort, whether the school was really wanted.

4076. You know that the county councils or their committees at present are administering the Technical Instruction Acts. Do you think it would be a good thing that the same committees should administer the Technical Instruction Acts and any Secondary Education Act that should be passed?—I do not think the county councils are administering the Technical Education Act well. Here and there they are doing it very well, but it turns very much upon whether there happens to be upon the county council some member who really knows something about the matter. I think that if the county councils had a district commissioner or an inspector among them they would administer the Technical Education Act extremely well.

4077. My question was, Do you think it would be better to put that and the Secondary Education under the same committee?—Yes.

4078. The difficulty at present being to separate the two?—Yes.

4079. It being impossible to keep a line between the two?—I do not think the technical education can be kept quite apart from the secondary.

4080. And do you think that in some counties the difficulty which there is in the administration of these Acts is partly due to that?—Yes.

4081. (*Mr. Jebb.*) With regard to the examination of the schools by the universities, supposing Secondary Education were once organised as a whole in the manner in which we are engaged in an attempt to organise it, would it be possible for the universities, do you think, to undertake so enormous a task as that of examining all the secondary schools of the country, even supposing all the existing universities in England shared the work among them? So far as Oxford and Cambridge are concerned, it seems very doubtful whether anything like the requisite number of examiners could be supplied from there?—I think you would find that it was possible to get a very considerable number of examiners, and, for one thing, the masters of the schools themselves are very often university men, and would be very good examiners to examine each others' schools.

4082. Then, besides the universities, is there any other agency that you would contemplate with satisfaction as an examining agency for Secondary Education?—I do not know of any other. I think that, on the whole, the universities are much the best. One of the advantages which the universities have over all other bodies for such purposes is the long-established tradition of absolute impartiality, which I do not think you can secure by taking your examiners from other bodies to the same degree.

4083. What do you conceive should be the relation of the universities to the leaving exhibitions at the schools?—I think that in examining schools they would almost of necessity be conducting those examinations.

4084. One class of persons has been sometimes mentioned lately as having a claim to representation on any councils that might be established to control education, I mean parents. Should you be in favour of having any representation of parents on the bodies that are to control schools?—I should not think it would be wise that the parents should have a representation on the county council for the purpose, but I should think it a very good thing that the parents should be allowed to have a representation on the governing bodies of the school where their children are.

4085. (*Sir Henry Roscoe.*) With regard to the powers of the county councils in the government of the schools, do you intend, in your proposal, that the county council, or the committees of the county councils, should undertake the government of the schools, or are they to be represented on the governing bodies?—You would require either some governing body for every school, or for every school in a certain district much smaller than a county. You would require local governing bodies, and these are the bodies which would have to actually govern the schools directly; but there should be certain powers in the county councils to make general regulations, for instance, to decide what class of school each school should be, and to approve or disapprove of the curriculum proposed.

4086. And do you favour the idea of the representation of the county council on the governing body of such school, or do you think that in all cases not necessary?—I do not think that is necessary.

4087. You are aware that, under the Technical Instruction Act, where money is granted by the county council, representation is required?—Yes, I am aware of it. I do not think it is necessary if you have a thoroughly good examination and inspection.

4088. (*Dean of Manchester.*) Perhaps the case in county boroughs is rather different from the case in counties. I entirely follow your Lordship in the case of the county boroughs, and I can see that you put such firm trust in the powers of adaptation which these bodies always seem to evince that you would entrust to them the Secondary Education in the county councils of counties. But with regard to the county councils of boroughs, supposing the school board was not put out of existence, which is quite a sustainable thesis, would you object to co-optation in that body in view of what I suppose we should all admit, that there must be correlation between the primary school and the secondary?—No, I should not object to that.

4089. (*Dr. Fairbairn.*) The public schools you included because they are illocal in their character?—Yes.

4090. But they are not un-national?—No.

4091. They, therefore, stand within what one might call a national system of Secondary Education?—Yes.

4092. How would you have that fact expressed in their governing body?—The legislation in relation to the nine schools for which they legislated distinctly created governing bodies, and those governing bodies, of course, being created by the Legislature, are at present the representation of the nation for the purpose.

4093. Were Eton under the county council of Buckinghamshire, for instance, you would have the educational work of that county council enormously increased?—Yes.

4094. To the extent that you withdraw the nine schools, do you not impoverish the entire system of national Secondary Education?—No, I do not think the system of Secondary Education is impoverished because a certain section of it, being national and not local, is withdrawn from the local authorities.

4095. Would it not tend to make the provincial education almost exclusively of a natural and technical kind?—No, I do not think so at all. I think there is a great deal of provincial education that would be of the literary and scientific kind, but it would be nevertheless still local, and rightly subjected to the local authority.

4096. (*Chairman.*) Should you see any objection, in the case of counties, to give the county authority the power of co-optating any persons within the area whom it might deem specially competent to deal with educational problems, and thereby qualified to assist it?—No, I should not object to that at all. I do not think, however, the county council ought to be allowed to give up the position of representing the body of the people, which might be done if they handed the thing practically over to a majority of experts.

4097. Especially as they hold the purse strings so far as regards the grant?—Quite so.

4098. (*Mr. Cockburn.*) Would you make this addition by co-optation permissive or compulsory?—I would make it permissive.

THE CENTRAL AUTHORITY.

4099. (*Chairman.*) You have referred to a central educational authority, and implied that it might be different from what the Charity Commission is now. Will you kindly give us your opinion as to the nature and composition of such a central authority?—I think, on the whole, the recommendation that we gave about the central educational authority is a very good one, and I did not see any necessity for proposing any modification of it. That is, I think, that the Charity Commission might very well form the body of it, but that it should have very much larger powers, and should be enlarged with special view to the work which it would have to do.

4100. You do not think it would be necessary to represent other elements upon it than those which were contemplated in the Report of 1868?—If it were to include other elements I think the elements to be represented are the universities. I do not myself lay very much stress upon such a condition, but I should not object to it.

4101. Would you think it desirable to represent teachers in any way?—No, I should not.

4102. What do you think its relations ought to be with the Executive Government? Would you associate it with any Ministerial office, for instance?—No, I think it would be better that it should be dissociated from any particular Ministry. I do not think the policy of it ought to change with the Ministry of the day.

4103. You think it ought to be in the same position of disjunction from what may be called the political administrative department as the Charity Commission is now, or even more so?—Yes, or even more so, but I think it is of great importance that everything that is done should pass in review before Parliament, and that Parliament should have the power of interference.

4104. Is it within your knowledge that it has been thought by some that difficulties are now found in the relation of the Charity Commissioners to Parliament owing to its not being distinctly under the direction of any State Department?—Yes.

4105. That would not affect your opinion at all?—No, not at all, rather the other way. I think those difficulties are an advantage.

4106. Would you vary in any way the educational functions that are at present enjoyed or used by other Government Departments. For instance, what in your view would be the relations of the Education Department or of a possible Ministry of Education to this central educational authority?—I think the head department ought to have so much voice in the matter, as that whatever is done by the Charity Commission should be submitted to it.

4107. Much as under the system of the Endowed Schools Act?—Yes.

4108. You are not alarmed at the delay which that process appears to involve?—No, I do not think the delay is mischievous. I think that, on the whole, you gain by the longer time for consideration more than you lose.

4109. (*Lady Frederick Cavendish.*) Before making any changes in governing bodies such as we were speaking of just now, or before taking any action with regard to endowed schools, should we not take into account and pay due respect to trust deeds in existing schools?—The trust deeds in existing schools were examined very carefully in the old Commission, and I do not see any reason for departing from the recommendations we made then. I read through the trust deeds of a very large number of those schools, I should say very nearly the bulk of them, and a very long study it was. It was perfectly clear from that examination that the original founders were not thinking of educating the people as a whole, which is our present business, but were thinking of providing the higher kind of education for those who were suited for it. That was certainly their aim, and I think that in all dealings with those endowments it would be right to keep that aim in view, because it is just as necessary now, as it was then, to provide that if possible there should be that kind of education in the nation.

4110. I knew you had paid the greatest respect to the trust deeds in the old Commission. I only ask the question now, because I hope that will not be lost sight of. Is it your opinion that the trust deeds of existing schools ought to be taken into account now as you wished them to be then?—Yes, I think so. The only qualification I should make would be that it would not be right now to sacrifice the main purpose of the founders to some accidental regulation which had come in, either introduced by themselves, or introduced later, and which, from the change of circumstances, was found to be detrimental to the attainment of the main purpose.

4111. (*Mr. Llewellyn Smith.*) When you say that all the schemes should go before Parliament, would you propose that schemes authorising county authorities to set up schools should go before Parliament?—I think it would be best.

4112. Even if there were no endowment concerned?—Yes, I think it would be best.

4113. The expenditure of the rates would not be in the power of the local authority, even with the consent of the central authority?—I think it would be best that all these things should go before Parliament.

4114. (*Chairman.*) Although, in point of fact, such things do not come before Parliament now?—Although they do not come before Parliament now. I think that, on the whole, it would be better that that should go before Parliament. The delay caused by it is not very great, and, on the whole, the security gained by it is very considerable indeed.

4115. (*Mr. Llewellyn Smith.*) Your proposal would involve giving the county authorities the power not only to make grants from the rates from year to year, but to tie them up permanently?—It would in many cases.

4116. And would you approve of that power being given?—I do not think you can avoid it. If you are to build schools you must borrow money.

4117. Would you impose upon them the duty of maintaining those schools as you impose it upon school boards now?—The duty of maintaining the buildings.

4118. (*Mr. Cockburn.*) Did I understand that you would constitute a new central authority?—It is rather an enlargement of the present central authority.

4119. And you would superadd the Education Department above that again?—The Education Department I should require to be consulted as it is now.

4120. I have a case in mind at present, where the Charity Commissioners scheme at the Education Department has been suspended for eight years. You would lament anything of that sort, I suppose?—I should, unless in my judgment it was a bad scheme.

4121. That is not stated?—I think there would be cases of that kind, but I think it is the business of the Houses of Parliament to inquire into such cases.

Adjourned to Tuesday next at 11 o'clock.

THIRTEENTH DAY.

At Westminster Hall, Tuesday, June 12th, 1894.

PRESENT:

THE RIGHT HON. JAMES BRYCE, M.P., IN THE CHAIR.

The Right Hon. Sir J. T. HIBBERT, K.C.B., M.P.
The Hon. and Rev. EDWARD LYTTELTON, M.A.
Sir HENRY E. ROSCOE, D.C.L., M.P.
The Very Rev. The DEAN OF MANCHESTER, D.D.
Mr. RICHARD C. JEBB, M.P.
Mr. RICHARD WORMELL, D.Sc.
Mr. M. E. SADLER, M.A.
Mr. GEORGE J. COCKBURN.
Mr. CHARLES FENWICK, M.P.
Mr. J. H. YOXALL.
The Lady FREDERICK CAVENDISH.
Mrs. BRYANT, D.Sc.
Mrs. HENRY SIDGWICK.

The Hon. WILLIAM N. BRUCE, *Secretary.*

H. LEE-WARNER, Esq., and E. PILLOW, Esq., called in and examined.

4122. (*Chairman to Mr. Lee-Warner.*) You are the Chairman of the Technical Instruction Committee of the Norfolk County Council?—Yes.

4123. And you were for a considerable period one of the assistant masters in Rugby School?—Yes, 21 years.

4124. (*To Mr. Pillow.*) You are director of technical instruction to the Technical Instruction Committee of the Norfolk County Council?—Yes.

4125. How long have you been so?—Nearly three years.

INADEQUACY OF PROVISION OF SECONDARY EDUCATION IN NORFOLK.

4126. (*To Mr. Lee-Warner.*) How far, in your view, is the provision of Secondary Education in Norfolk adequate?—It is very difficult to say how far till one estimates what ought to be provided, but geographically it is so unevenly distributed that, except for boarders, I may say that it is inadequate.

4127. Do you mean that the amount of money devoted to it, and the schools that exist, might be considered adequate or approaching to adequacy if they were differently distributed?—No, I am afraid I could not say that there is money enough to do it adequately, but by a certain amount of re-arrangement geographically, if that were possible, more might be done.

4128. Then I suppose there are some towns with a considerable population where you consider that this provision does not exist?—Yes. Might I give you just a short sketch in answer to that? Taking the principal towns of Norfolk, leaving out Lynn and Thetford, which are provided for specially, being boroughs, we have the town of Aylsham with a growing population of 3,000 inhabitants with no provision; we have the town of Dereham with a growing population of nearly 6,000 inhabitants with no provision; we have the town of Diss with a growing population of 4,000 with no provision; Fakenham, which is a growing town, though not at present of more than 3,000 inhabitants, has no provision; the town where I live, Swaffham, with 3,636 inhabitants, has a building but no endowment, and that building having been built on town land certain disputes have arisen between the trustees of the building and the town or district council, and the consequence is that the house is shut up, and we have no provision at all. On the other hand, Wymondham (pop. 4,764), North Walsham (pop. 3,612), Thetford, Lynn, and a place called Snettisham, which is a smaller place (pop. 1,316), are well provided.

4129. When you say there is no provision in the towns that you first mentioned, do you mean that there is no school of any kind above the grade of elementary?—There are private schools, but they do not afford anything like the provision that is required.

4130. Is there, to any considerable extent, a demand for Secondary Education outside the towns of which you have spoken? I mean what would you say with regard to the case of farmers who live scattered in country places not very near any town?—The farmers of Norfolk about 20 years ago when they were better off made, under the advice of Canon Brereton, a very plucky attempt to have a good school in Norfolk, and I am sorry that their means have gone down. At the same time they made it a point of honour not to lower the fees. They thought that the prosperity of the school depended on asking high fees. The consequence is that the school has recently gone bankrupt, and the buildings have fallen into the hands of Lord Leicester, who owns the land.

4131. Where is the school?—At Elmham. It is called the County School. It is being worked with about seven boys in it by the headmaster, who is a very able man. I am quite certain that it is no fault of his that the school has failed. You asked me about the farmers. Of course the difficulty which we have had is that owing to various reasons the farmers with some exceptions are non-conductors of education. They are middle class and yet at the same time they distrust education; they do not send their children to the elementary schools a a rule, and they prefer sending them to private schools where their food or their dress is more attended to than their education. I believe I am practically quoting what Mr. Lempriére Hammond in his exceedingly able report on Norfolk said before me, and I may fall back on his authority. I am not taking away the character of the farmers. Since that report was written of course they have made the attempt of this County School.

4132. Do I understand you to mean that the facts with regard to the farmers stated by Mr. Hammond in 1865-66 are substantially true of the farmers still?—Yes.

4133. (*Sir John Hibbert.*) I wish to ask one question about the County School. Have the county council ever considered the question of taking over that school or adopting it in any way?—We did try, because we attached an agricultural instructor to that school with very free instructions to make an agricultural side, and we sent scholars there. But when the school broke up, although we thought the experiment had not by any means failed, we were, of course, obliged, as part of Mr. Wood's work was to teach classes in that school, and the school ceasing to exist, to give up the scheme. We did not see our way to take the whole school over and run it. Our funds are very small. We have only about 9,000*l.* a year, and that for an enormous county like ours is very small indeed.

4134. Do you make any grant to the endowed schools at present?—We have never exactly made grants to the endowed schools. We have fought against that. The principle we have gone on is to send scholars and help them in that way.

4135. You mean by scholarships or exhibitions for individual boys?—To individual boys, but not to individual schools. We have always opposed the idea of attaching scholarships to schools or giving money grants to schools. We have had to relax that to a certain extent lately, because all the headmasters, with the exception of the headmaster of Holt, who is in an exceptional position, pointed out that they could not go on working. So that, besides paying the fees of these scholars on the same basis as any other scholars, we have lately got the county council to pass a resolution by which we pay 5*l.* annually extra, and also pay 2*l.* a year for any boys or girls as to whom we are satisfied that they are receiving technical instruction, so as to help them out a little bit, that is to help them out, calculating, not exactly by results, but by the teaching which they are actually giving.

4136. Reverting for a moment to the question of provision, I presume that your remarks with regard to the insufficiency of the provision of Secondary Education would apply equally as much to the case of girls as to boys?—More, because I think there is only one school that meets us there, unless we go into Norwich, which is outside our administrative county. The school I mean is at Thetford.

4137. Has it a girls' department?—It is a girls' school.

4138. Is it endowed?—Yes, it has a foundation. I ought besides to mention Lynn, which is to a certain extent outside our administrative county.

4139. And I presume you would consider that in the case of these smaller towns the private schools have not made adequate provision for the Secondary Education of girls?—Certainly, but I think that the girls' private schools are on the whole better than the boys'.

4140. Does that refer to the boarding schools or the day schools?—Boarding schools.

4141. The schools for girls would mainly be boarding schools, I suppose?—Yes, I should say they were. I am leaving out Norwich for the present. There is a very good high school at Norwich.

4142. Would the remarks made by Mr. Hammond upon the private schools of the county, again excluding Norwich, in your judgment be true to-day, or has there been a substantial change with regard to the private schools, whether they are boarding schools or day schools, and the extent to which they provide Secondary Education?—I should not think there has been very much alteration. I thought myself when I went back to live in Norfolk, six years ago, that I should find a very great alteration, but the longer I stay there, the more I go back on Mr. Hammond's report. But, of course, the area of Norfolk is a thing which I should like to press upon the Commission. The area is 67 miles by 40, and the distances are so great that we spend a great deal too much on railway fares in getting our scholars to schools where they can get their teaching.

4143. (*Sir Henry Roscoe.*) Is that a necessity? You, as chairman of the technical instruction committee, have it in your power, I suppose, to suggest an alteration of that matter. Is it something you deplore from the necessity of the case?—It is a necessity, because they cannot get to the schools without going by train.

4144. You mean that if other schools were founded, it would be unnecessary to spend so much in travelling expenses?—Yes. I should say that for the majority of our junior scholarships, which are nominally 10*l.*, we have to add another 5*l.* for every 10*l.* that we spend, to get them to the various schools.

4145. (*Sir John Hibbert.*) You stated that you receive about 9,000*l.* a year for your technical instruction money. How is that spent?—Do you mean how do we intend to spend it, or how have we actually spent it?

4146. Take the last year?—We pay out to the two boroughs, Lynn and Thetford, 450*l.* a year in the first case, and 100*l.* in the second. We spend about 3,500*l.* on classes which directly supply technical or manual instruction.

4147. Is that over the whole county?—Yes. That is over the whole county; when you remember that there are over 700 parishes, it will give you some kind of idea. Then we give in scholarships between 2,000*l.* and 3,000*l.*, but by our scheme it will be 4,500*l.*

4148. That is your new scheme?—No. It is not a new scheme. Only it is a scheme we are working up to year by year, because we do not fill in the full number of scholarships. The Cambridge examiners are not to elect the whole number unless they think they are up to the standard of other counties where they examine.

4149. What are scholarships given for? I suppose for science?—I am sorry to say that there is hardly an elementary school in Norfolk that teaches elementary science, and therefore we cannot examine in science, because there is no one to compete.

4150. Have you no secondary schools that give instruction in science?—Our junior scholarships are attached entirely to the elementary schools. We find it impossible to enact any indigent clause, and therefore we thought that the best way of ensuring that the majority of our scholars should be people who really needed our help would be to attach them to the elementary schools. We also felt that the elementary schools, whatever education they were giving, were giving the best for boys and girls of that age.

4151. But those scholarships must be given for instruction in secondary schools, must they not? You cannot give scholarships to be held in elementary schools?—They are given to pass from the elementary schools into the higher schools. What we examine in is this: first, writing, arithmetic, and freehand drawing, girls taking needlework instead, which is compulsory, and then any two of these subjects: grammar, geography, history, domestic economy for girls, and elementary science.

4152. Have you a fair competition for these scholarships?—We have a very good competition for those scholarships.

4153. What other branch or subject have you scholarships for?—Do you mean our senior scholarships?

4154. Yes?—The senior scholarships are not attached to any particular schools. Anybody whose parents or guardians live in Norfolk may stand for those senior scholarships.

4155. And may all classes of boys or girls compete for them?—Yes. That, of course, occasionally raises a question. Sometimes people get scholarships of whom our committee say, I do not think so-and-so ought to have sent his son or daughter to compete for these scholarships. At present we have said they are free for any, going on the principle that so much is done for elementary education, that one may do something for secondary freely.

4156. Have you any scholarships for the benefit of the agricultural classes specially?—We maintain that the scholarships at the elementary school are for the benefit of the agricultural classes.

4157. But you have no separate scholarships for those classes?—No. I could tell you what we are trying to do for the benefit of those agricultural classes. We have competitions about which we have been in constant correspondence with the Science and Art Department, because they insist, and rightly insist, that there should be some form of education attached to these competitions. But it is exceedingly difficult to work out the kind of education which would be necessary for plough-boys if you are giving prizes, for instance, for ploughing, and things of that kind.

4158. For instance, have you any scholarship which would help a farmer's son to go to an agricultural college?—Yes. The senior county

scholarships have been used in that way. We have two scholars who go to the Cambridge Agricultural School. We have two who go to Aspatria. That is an exceedingly good agricultural school.

4159. Is it like Cirencester?—It is more like the French *ferme-école*—a school where boys do positively work on the farms. Circencester is rather superior in one sense. Then we have the cookery classes, and the butter-making classes, and we have carpentry; but we are very much hampered there by fear of hurting the feelings of the carpenters.

4160. (*Dean of Manchester.*) You spoke of the higher schools, what do you mean by the higher schools of Norfolk?—I was speaking very loosely. I meant the schools above the elementary schools.

4161. And these are only dotted up and down?—There is a very good map in the "Record" of April of this year, which shows exactly how we are situated in Norfolk.

4162. Therefore, the spending of the money largely extends to the travelling expenses of the children to the higher schools?—Yes. When these scholars from the elementary schools have got their scholarships, they then have to spend a great deal of their time on the railway.

4163. What are the fees?—The Charity Commissioners have done very great service throughout the county in that kind of way, because they have regulated the fees to a great extent. They vary between 4*l.* and 12*l.*

4164. They are under the schemes of the Charity Commissioners?—Yes.

4165. What are the fees in the County School?—The fees in the County School were for a long time 40*l.* a year.

4166. And those are the fees which you spoke of when you said you thought it was a pity that they could not be lowered?—Yes. I was sorry for the headmaster, because I did not think it gave him a fair chance.

4167. There is no agricultural college in Norfolk, is there?—No.

4168. Therefore, they have to go away?—The place at Elmham would offer an admirable site for one.

4169. In the précis of your evidence you speak about "inviting boarding out"?—What I mean by inviting boarding out is that either these unhappy boys have to go by train backwards and forwards every day, which is very bad for them, or their parents have to make terms for them.

4170. You rather mean that that leads to boarding out?—Yes.

4171. And do you not make any provision in the way of maintenance in addition to the fees?—We pay for their dinner every day, always.

4172. You cannot afford to pay for their boarding out?—We go on this system—that we have never allowed more than 20*l.* for the scholarship, and sometimes we have allowed them to use what would otherwise be spent in railway fares in that way.

4173. They may dispense the 20*l.* as they like?—Yes.

4174. (*Sir Henry Roscoe.*) When you say in your précis that there is a large amount of money wasted in railway fares I do not understand you to mean that you consider the money thrown away, but that the amount you spend on railway fares shows the necessity for having local schools?—Yes.

4175. I understand that you have called attention to an article by Mr. Millington in the April number of the "Record"?—Yes.

4176. Do you consider that this article gives one a very fair and concise picture of the present condition of what we may call modern Secondary Education in your county?—Yes, I think it is a very fair article. I do not entirely agree with some of the things he suggests, but I think it is a fair article.

4177. Do you disagree on any of the points?—I will take one point, that is the proposal that we should give scholarships without attaching them to elementary schools. I think that attaching them to

elementary schools has worked exceedingly well, because it has kept us out of difficulties with regard to what I call the indigent test, which might be a very great difficulty with us.

4178. Do you agree with his recommendations with regard to secondary schools which are to be found on page 254?—Yes, I entirely agree with what he says about trying to strengthen and develop the existing secondary schools. I think we have not done the most that we can with those schools, and I should be exceedingly sorry to see new schools at present put up by their side.

4179. (*Mr. Jebb.*) Referring to your précis I see that you say that a certain part of the population either despise education or spend money on genteel schools elsewhere. Do you think that a better supply of Secondary Education would create a better demand?—Yes, I think the farmers are perfectly right to despise a certain amount of the education which is at present given, especially in our elementary schools, when you take the amount of time that is spent on books like this, which I happened to bring with me [*producing small book*], a book called "Etymology." I asked the leading boys of my Sunday school last Sunday to tell me what they had been put through when they got into the fifth, sixth, or seventh standards. They were the older boys. There were none of them who had been in the seventh standard, but they knew two boys who had been in the seventh standard. They told me that they had to take that book and learn a page of it absolutely by heart. That was the education which was considered to be the right kind of education for the fifth, sixth, and seventh standards. Of course the farmers despise such education as that, and when I compare it with this little book [*producing another small book*] which is used in the younger classes in France, it will give you the kind of idea of what ought to be done. I went into a small village class in France lately, and saw them at work on that book "La Première Année d'Enseignement Scientifique."

4180. (*Sir Henry Roscoe.*) Are you aware that this book has been translated into English?—But is it used? I want to see a little more compulsion used in these matters. I do not know what power the school inspectors would have to prevent a book being forced on those unhappy boys, but I am sure no one could think it does them good.

4181. How does it happen that the inspectors pass such books?—That is what I want to know. I cannot answer that question. It is a question for the Education Office.

4182. (*Sir John Hibbert.*) Does not the inspector pass or sign a scheme of teaching and books to be used for different classes? Is not a scheme or time-table hung up in the different schools, mentioning the different subjects?—Of course the inspector is very much tied by the amount of money that the school or the parents will spend on the books. In France I believe in the majority of cases the parents pay for the books, but those who are considered too poor are noted by the parish council on the list and the books are supplied to them.

4183. (*Mr. Jebb.*) Then you think if better secondary schools existed in Norfolk the money that now goes elsewhere would be spent in supporting them?—Yes. I think that very strongly, and I think that if our elementary schools were turning out the kind of boys which have been uniformly described by headmasters as being good stuff, well prepared, they would go into those schools, and side by side with the farmers' sons would be the kind of boys who would raise the standard of education instantly.

4184. (*Mr. Lyttelton.*) Do you consider that the scholarships you have granted have materially increased the number of boys who receive Secondary Education?—Yes, I should say that at least one half of them would not have had the Secondary Education without. And I think I might even put it stronger.

4185. Would you mind saying what was meant exactly by the difficulty with regard to the indigent test?—What I meant by that was that I noticed that some counties have tried in their apportionment of these

scholarships to say that the parents should be really poor before they had them. My experience at Rugby—and I have no doubt your experience elsewhere—has shown that it is very difficult indeed to apply a test of that kind in any class in England.

4186. It seems that it is applied in some counties. I do not think we have heard any evidence in relation to this particular matter to show that any great difficulties have arisen. But you have not tried it far enough to know if that is the case in Norfolk?—The farmers on our technical education committee (we have four or five there) are very strong indeed against our attempting to make any such test. They argue what I think is perfectly fair, and what Matthew Arnold argues so strongly in his report, that having done so much for elementary education you can persuade the English people generally that it is fair to do something for Secondary Education, and therefore it is not desirable to try and frighten people off from being educated.

4187. I am not quite clear about one thing you say here with regard to the feeling of farmers being described as something like a contempt for education. Would that apply to Secondary Education as well as elementary?—What I meant by contempt for education is, that they certainly do not encourage the farm lads under them to make any sacrifices whatsoever for education, and, with regard to their own children, they think it far more important that a boy should be dressed well, and eat well, than that he should be taught well.

4188. Have the schemes of the Charity Commissioners in regard to certain endowed schools made any difference in that respect?—Do you mean made the endowed schools more attractive?

4189. Yes?—I think the schemes of the Charity Commissioners have made the farmers feel that there is probably a good governing body, and a good headmaster, and that the entrance examination has also done a great deal of good in improving the standard; but I do not think they have made the farmers more keen for education. I do not quite see how they could work that way.

4190. But have they not in any way altered the curriculum, for instance, so as to suit their needs more?—They cannot alter the curriculum without giving the headmasters the means of supplying better teaching. The headmasters simply have not got the means of supplying better teaching. I think all our headmasters in Norfolk at present are fairly able men; they are certainly all hardworking men. I know one headmaster who gives his assistant master 60*l.* a year, and takes him into his house, and beds and boards him in order to make it pay. What can you expect if he cannot pay more than that?

4191. Then they have not been able to modify the over-literary character of the curriculum, for instance?—Even those of them who have tried have not, I should say, and I do not think all of them have tried.

4192. Has the lowering of fees which you speak of increased the number of children who are being educated at these secondary schools?—I cannot say. I have not enough experience.

4193. You spoke of the boys passing from the elementary schools to the secondary schools. Have you found a difficulty in their being adapted to the curriculum of the secondary schools?—I should say, with the headmasters whose opinion I trust most, certainly not. The headmistresses have complained in one or two cases that they cannot get the children on sufficiently well to pass the Cambridge local in 16 months. But I was up at Cambridge with the examiners of the Cambridge local yesterday and we went through that point. They say distinctly that most of our county scholars going straight, even though they have read no history before except what they have read in their reading books, could pass the Cambridge locals easily at the end of 16 months. I mean that for juniors, of course. Therefore I imagine that, with a little care on the part of the headmasters and the headmistresses, the thing can be done.

4194. At what age does your experience suggest boys ought to pass from one school to another?—I agree with the Bishop of London that it is desirable to catch them as young as you can—if you can. But one does not wish to create any soreness in the minds of the hardworking elementary school teachers, who like to keep their boys so as to make a good nucleus for the higher standards.

4195. By the words "if you can," do you mean if they are not too young to be able to tell what their ability is?—No, I mean unless the parents or elementary schoolmasters want to keep them. I do not think there is much difficulty in getting them after 12 or 11, and of course the headmasters of the country schools are very eager to get them as young as they can.

4196. If they are selected at 11 and 12, is it found that afterwards they fulfil their promise? I mean are they found to be the right kind of boys who ought to go to a secondary school for a literary education?—I do not know about necessarily for a literary education. My idea is that they should go for a general education, but not for a literary education.

4197. But at present the education of the endowed schools is a literary one mainly, is it not?—Yes, that is perfectly true, but we are only talking of three years' experience at this moment. The headmasters are trying to work so as to make it a more scientific education, and I have no doubt they are improving in that respect.

4198. (*Dr. Wormell.*) With regard to the County School, I think in its palmy days it had about 160 scholars?—Yes.

4199. Some of those were day scholars who came in by rail?—Yes.

4200. Dereham is a place that you mentioned as having no secondary school?—Yes.

4201. And Dereham is very near to the County School?—Yes. I think if the County School had been built at Dereham instead of at Elmham it would have been a very good thing. It might have saved it.

4202. The railway journey is not a very long one?—There are very few trains. It is about five miles, I suppose.

4203. Are you aware that the railway company have indicated a readiness to run trains specially for that short distance?—No, I did not know that.

4204. This school then gradually went down, and it was hampered from the beginning I think by the fact that interest had to be paid on a considerable debt. There was not sufficient money subscribed by the proprietors to prevent that. Is not that so?—Yes.

4205. The fee was 40*l.* a year, but that was for boarding and education as well, was it not?—Yes.

4206. I am trying to get at some kind of division between causes depending upon things that are unavoidable, and causes arising from the indifference of the people of Norfolk for higher education. How was it that the people of Dereham did not make use of that school when they were only that short distance away?—Because the people of Dereham did not know that the railway company were prepared to run special trains. This is the first I have heard of the willingness of the railway company to help. I tried to get a boy to go from Swaffham, which is about 12 miles the other side of Dereham. I wrote to the railway company about it. It was merely a question of a particular train being run about half an hour earlier, and I thought it was perfectly easy to arrange. They would not take the slightest pains to try and make the accommodation, and I do not blame them, because at that time there were very few pupils going to the school, and it would have been a very serious speculation for them.

4207. Do you think that difficulty might have been in part got over by a Government arrangement with the railway company to assist the scholars?—I think if the Government could make such arrangements generally with railway companies for scholars they would help us very much.

4208. Just as it does for working-men for instance?—Yes.

4209. I think the present condition of that County School is this. The school having failed it has fallen into the hands of the ground landlord, the Earl of Leicester, and he allows the headmaster to carry it on with a few boys without paying rent. Is not that so?—Yes.

4210. Can you suggest any way of saving that excellent building for education in the midst of such a desert as regards educational appliances? —I have already suggested one. I have just been visiting the agricultural school at Gembloux, in Belgium, and the agricultural school at Grignon, in France. I found at the latter place that the Government of France make an allowance of 10,000*l.* a year, 5,000*l.* of which is paid back again by the fees which are collected, that is to say, they guarantee it. With regard to the school in Belgium, the Government makes an allowance of 6,000*l.* a year, and sends 100 selected sons of farmers at the rate of 60*l.* a year to the school. There, of course, the Government does an enormous amount for the sake of agriculture. I do not know how much could be done in England, but I am sure not enough is done for the farmers at present.

4211. You have mentioned private schools and generally condemned them. Do you know that some of the private schools in Norfolk send up candidates to the local examinations?—Those are not the schools I was talking of, and, therefore, I suppose I must say "No" to that. I think you must be referring to Norwich, and I confess I do not know about Norwich. I am talking about these small towns.

4212. There were 13 scholars from private schools who did very well in the local examinations last year?—Are you sure you are not including Norwich.

4213. (*Dr. Wormell.*) No, I am not sure what I am including. I am speaking of Norfolk.

4214. (*Sir John Hibbert.*) Is Norwich a county borough?—Yes.

4215. (*Dr. Wormell.*) I want to ask a question about that little book, which you have handed round, called "Etymology." I suppose that is used at the discretion of the master. It is his choice, is it not?—I cannot answer that question. It may be at the discretion of the master, or the manager, or the inspector. I do not know which.

4216. An inspector of elementary schools insists, I believe, that much of the matter that you would like to see there should be introduced in the reading books. Are you aware of that?—You mean the science. The history, I believe, is taught purely and solely through reading books.

4217. Is it the fact, do you think, that the salaries paid to schoolmasters in Norfolk generally are insufficient to attract able men?—I do not think they are high enough certainly for the work they do. That is a subject upon which I feel very strongly. We had to spend a large sum of our money in helping the training of these teachers. We spent over 1,000*l.* a year in giving these people, who are already chosen as head teachers' training which they ought to have received before they were allowed to be teachers.

4218. (*Mr. Yoxall.*) You have told us that there is hardly an elementary school in Norfolk in which elementary science is taught?—Yes.

4219. Do you not recognise that that may be largely due to the absence of proper apparatus?—Certainly. I wish to bring that point before the Commission.

4220. I believe that in Norfolk nearly all the school boards are parish boards or extremely small school boards?—Of course our parishes are very small. I could not say how many are school boards and how many are national schools. I could not answer that question.

4221. But where a school is not a voluntary school, it is a school under a small school board?—Yes.

4222. Too small, as a rule?—Yes.

4223. Should you say that a small school board is almost as parsimonious as a school committee?—No, I should not say that. It is certainly true that in the larger parishes the school boards are less parsimonious.

4224. I am speaking of a school board of five members?—I was not thinking so much of the five members as of the size of the towns. Of course our towns are small, but our bigger towns are certainly better supplied. Thetford, for instance, is better supplied than we are at Swaffham.

4225. The village school boards, no doubt, do often fail to supply all the apparatus, books, and appliances which they ought to supply to the schools. That will be within your experience probably?—Yes, I should say that is true.

4226. May I ask you if you would take this one instance with regard to the book you have produced as conclusive and complete evidence as to the condition of the fifth and sixth standards in elementary schools in Norfolk. Have you any other case besides this?—I have a great many cases to illustrate the fact that they spend their time on that kind of teaching rather than on science teaching, and those are the books they use.

4227. In the case of the two seventh standard children who, you said, were required to learn this stuff off by heart, page by page, you do not put that forward as an instance of what obtains throughout your district, do you?—I am afraid so. When you have three standards being taught together in a room at the same time, and being taught by an already overworked man, I do not see what he is to do.

4228. From means of information that I have I recognise that this book dates back at least 15 years, to the period when the curriculum, classification, inspection, and examination in public elementary schools were all in their most wooden and preposterous stage. It is quite likely that this may have survived in a few schools, and that the teacher working, as you say, almost single-handed with six standards and having no seventh standard boys in his school, or having one or two seventh standard boys, may have given the one or two this book to use, being pushed by circumstances. But you are probably not aware, as I am bound to be from my experience, that this book is entirely out of date for all modern Code purposes?—I am glad to hear it. If it were altogether disused in Norfolk I should be still more glad. I only profess to speak of Norfolk.

4229. (*To Mr. Pillow.*) I think you would probably hardly agree that this book and the kind of teaching it represents may be considered as typical of the teaching in higher standards in Norfolk?—It certainly is not in Norwich. (*Mr. Lee-Warner.*) It is in Norfolk. I am prepared to maintain that it is in Norfolk, and it may be, until you can get a better current of air through our elementary schools by promoting the abler ones and creating a healthier spirit of rivalry.

4230. I understood you to say that you had a very good supply of competitors for the junior County Scholarships?—We had 195.

4231. And that the examination for those scholarships occupies a range which is certainly not limited by the instruction that is obtained from a book of that kind; the subjects are history, geography, domestic economy, and so on?—Yes.

4232. And that the competitors for that examination come from the public elementary schools?—Yes.

4233. Therefore would it not appear likely that some better teaching has been given than could have been obtained from books like this?—May I read you an extract from a letter which I received from an inspector with regard to asking our scholars to stand for the Cambridge local. This refers chiefly to girls, but it will show you what the state of things

is with regard to girls. The inspector writes and says, "In the case of "girls I hold this to be not only barely possible, but impossible," that is, impossible that they should pass the junior Cambridge local 16 months after being selected. "I mean they cannot hope for success within so "short a time, and we should not like to send them up without hope of "succeeding. The average age is about 13, and most of them know "nothing but the three R's, and one of three class subjects, grammar, "geography, or history." It does not even mention science. "Boys for "the most part may have learned two of them, but girls taking needle-"work for one class subject, as a rule, only know one." You see he does not even mention science.

4234. My point is that the examiner's questions, unless they fall within the range of that small book, could not have been answered by the children who had learned from that small book. There must have been other teaching of a higher class?—I hope so. Mr. Pillow reminds me that I ought to point out to you that what is happening at present in Norfolk is that our best scholars come from the best schools, and of course in time that will make the others wish to come up to date. That happens to be a school in my own parish of which I know myself.

4235. I was rather afraid that it might be taken to be represented by you that that kind of thing was typical and usual in all the country schools of Norfolk?—I do not object if it is so taken.

4236. (*Mr. Sadler.*) May I ask you whether your criticisms of private secondary schools in Norfolk are based on any systematic inquiry into their condition?—I have not got a list of the private schools. I may say that my criticism is based on an intimate knowledge of one of them, and inquiries of about five. I have not got a list of them, so I really could not say how many that represents.

4237. Do I understand that the county council, or others, have conducted an inquiry into the state of the private schools?—No.

4238. Do you base your judgment of them on general report?—In the one case that I am thinking most of, which is a typical one, I base it on intimate knowledge. I mean I have examined the boys there.

4239. Might I ask further, whether, considering the character of your county, you think that travelling teachers might play any useful part in Secondary Education?—That is what we had hoped to secure when we appointed Mr. T. B. Wood, at the Elmham School, and I think it would have answered admirably. I had got the headmasters of the secondary schools to agree to his going round and giving courses of lessons in chemistry, but the technical education committee outvoted me on that question, and the scheme was thrown over. I myself believe that the thing could be done.

4240. You think it would be possible by employing travelling schoolmasters to improve the staffs of scattered schools?—Yes, I think it certainly would.

4241. In fact, in making the teachers circulate, you would economise on the travelling expenses of the pupils?—Yes.

4242. (*Sir John Hibbert.*) Do you know that in some parts of the country that system of travelling organisers is in operation?—Do you mean in teaching, or in organising.

4243. In organising schools?—I was thinking solely of the teaching. The teaching, of course, is a different thing, because it brings you into relation with the boys so intimately, and you want a different kind of man.

4244. (*Mr. Sadler.*) You will understand that I was not asking about lecturing, but taking class work?—Yes.

4245. (*Mr. Cockburn.*) Have you made any inquiries which would lead you to speak with any authority as to the amount of provision which would have to be made in your county for giving Secondary Education in addition

to endowed schools? Will any other schools have to be created?—Yes, I am perfectly certain that we should have to create one at Swaffham, where I live. There is a building there, but nothing else.

4246. You have a building, have you?—Yes. It is not an adequate building, but there is such a building. At Dereham the question depends entirely on the future of the County School. If the County School goes on again I suppose Dereham will have to send its pupils there, otherwise Dereham ought to have a school.

4247. (*Mrs. Bryant.*) With regard to the impossibility of having an indigent test, I should like to know whether it worked quite satisfactorily in Norfolk to take simply the test of children having been in the elementary schools. In the large towns it is a very common complaint wherever that is taken as the qualification of the scholarships, that a large number of well-to-do parents send their children to the schools. I want to know whether you think that is not the case in Norfolk at present?—Do you mean are there many people well-to-do who think themselves aggrieved because they cannot go in for these scholarships?

4248. No, I mean are there many parents well-to-do who send their children to the elementary schools and thus obtain the scholarships, who are really too well off to have the scholarships?—No, I do not think there are yet, but I think as soon as they see their interests the difficulty might begin.

4249. You do foresee that there is that difficulty, which will require to be watched?—Yes, but it has not begun yet.

4250. And I suppose it will be your opinion that it is a difficulty more likely to arise in large towns than in country districts?—Yes.

4251. It will be much slower in coming to the country districts?—Yes, much slower.

4252. I should like to know what age these girls are who could not qualify for the junior Cambridge?—They must be under 14, but Mr. Henry Smith, the inspector, who wrote to me, takes them as being about 13. They really are more, because they are about 13 when they pass. They pass in June, they go to school in September, and they are not examined till the December of the next year.

4253. In some cases they might have another year, since they require to be under 16?—Yes, they might.

4254. It occurred to me that it might prevent some difficulty if the age could be so adjusted as to secure that they could always have the two years instead of the one?—Our difficulty is, that as soon as they go, we want to have some kind of test of their progress and we do not care to appoint our own examiner, because we do not think we could do it so well.

4255. (*Mr. Cockburn.*) In such a county as yours I should like to know how much provision ought to be created by future legislation. Now, discriminating between buildings and teaching staff, let us take buildings first. For the whole of Norfolk have you any idea to what extent secondary schooling is provided with buildings?—The list of the towns which I gave will answer that question as nearly as I can answer it, and by that you will see that seven of our principal little towns have not got a secondary school.

4256. Not got one at all?—Swaffham has a building, if it can be called a building. I mention it because you might see it under the list of the 1868 Report as having a school, but it is merely a building. It is called the Hamond School. All the other towns have nothing provided, and they are all towns of nearly 3,000 inhabitants and some of 5,000. Taking the calculations of that Report of 1868, there ought to be at least 30 people wanting Secondary Education (I am taking the very least, because they might be 45) in each of those towns and in many cases more

4257. Then your opinion is that in Norfolk there would have to be a considerable amount of school creating?—I am afraid so, if it is really thoroughly done.

4258. (*Sir John Hibbert.*) With respect to the scholarships which you say are held in connexion with elementary schools, how can you have scholars being taught at the elementary schools, whereas the law says that no part of the technical instruction money should be given in aid of any teaching below the sixth standard?—What I mean is that these scholars are examined from the elementary schools, and as soon as they get the scholarships they go from the elementary schools to the secondary schools.

4259. The scholarships are not held at the elementary schools, but the scholars are taught at the elementary schools?—Yes.

TECHNICAL INSTRUCTION IN RURAL DISTRICTS.

4260. (*Mr. Pillow.*) Have you anything to add to the evidence of Mr. Lee-Warner with respect to the technical instruction in the county of Norfolk?—I have not anything to add with regard to the Secondary Education question, which Mr. Lee-Warner has referred to, but I am quite prepared now to answer any questions bearing on the technical education in the county of Norfolk. I entirely endorse what Mr. Lee-Warner has said with regard to Secondary Education. The question of science teaching in the county I think should be investigated. The classes are conducted under the Science and Art Department. There are a number in the county excluding Norwich and Yarmouth.

4261. Is Yarmouth a county borough also?—Yes. I only take the administrative county. We have, I dare say, 35 or 40 science and art classes (I will give you the exact number if you wish to have it), at which a considerable number of the rural population attend. But their education is so limited that they can hardly take advantage of the instruction given even when they have fairly good instructors.

4262. And I suppose the instruction given is of a very elementary character?—Exceedingly elementary: but still in many cases it is very sound, the teachers who give this instruction having been trained at the expense of the Norfolk County Council technical fund.

4263. Is it not probable or possible that that position of things may improve from year to year?—I think it is improving, decidedly.

4264. What number of pupils have you attending your own science and art classes throughout the county, boys and girls?—I should say about 250 to 300.

4265. (*Mr. Fenwick.*) Is that throughout the whole of the county?—The administrative county. I should say 200.

4266. (*Sir John Hibbert.*) That leaves out Norwich and Yarmouth, which are county boroughs?—Yes.

4267. (*Dean of Manchester.*) Are there any other county boroughs?—No. There are municipal boroughs.

4268. (*Sir John Hibbert.*) Have you a system of peripatetic teachers going from parish to parish to teach science, or do you leave each parish to make its own arrangements?—Each parish makes its own arrangements. Occasionally there is a teacher of some distance, say four or five miles away, who is known to possess the necessary qualifications, and he may be engaged by another village to come and give instruction to the pupils of that village and neighbouring villages. But we have not very many of those.

4269. How do you allocate your money to the various parishes? Is it according to population and rateable value, or some other system?—With the exception of the two boroughs referred to by Mr. Lee-Warner—Lynn and Thetford—we give a capitation grant and a payment on results. (*Mr. Lee-Warner.*) We do not allocate to the parishes at all. We have always resisted that.

4270. (*To Mr. Pillow.*) It requires a certain amount of money to be collected in the district if you do not allocate, does it not?—As soon as a teacher is selected who possesses the necessary qualifications we supply apparatus.

4271. But if there is no allocation, is it not necessary to carry on a class for about twelve months before they can have any result?—(*Mr. Lee-Warner.*) We give them 2*l.* so that they can have their public meeting.

4272. But then you do aid them a little?—Yes, so as to get over those difficulties. But we do not give them the money until we have seen the list of attendances and so on.

4273. (*Mr. Fenwick.*) What amount of money have you spent during the last two years in providing teachers for those classes?—(*Mr. Pillow.*) About 600*l.* (*Mr. Lee-Warner.*) Do you mean in providing teachers from outside the parish, or do you mean how much has been earned?

4274. What money has your committee spent in providing the teaching staff alone? I do not mean how much has been earned?—It is difficult to say that. We pay to the committees, and we leave the committees to make their terms with the teachers. After that they send in their accounts to us, so that we can see how they have spent the money. I doubt whether we could give you that straight away.

4275. First of all you say that you arrange with the committee, who select their own teachers. They make their own arrangements with the teachers and send in the account to your committee, who approves or otherwise of the arrangement that they have made. I suppose that arrangement includes salaries to teachers?—Yes.

4276. How much have you spent in that way?—(*Mr. Pillow.*) About 500*l.* in science and art classes.

4277. (*Mr. Cockburn.*) Following up that question, to what extent do they receive grants in addition to the salary?—They get no salary at all. Their salary depends entirely upon the attendance of the pupils at the classes, on which we pay 10*s.* per head for each one and so on, on a certain scale. Then we take the results of the Science and Art Department, and when we get those we pay 50 per cent. on that to the local committee, who make their arrangements with the teachers, making certain deductions for the expenses of the class.

4278. Who receives the science and art grants?—The local committee, who pay the teachers themselves.

4279. Are you aware in how many instances the local committee pay the teachers the grant, wholly or in part, as their salary?—I do not think they pay them any salary.

4280. They take the grant?—Yes, they take the grant.

4281. Then, practically, the schools are farmed to that extent?—(*Mr. Lee-Warner.*) No, not in all cases. In one case I know the teacher is paid a salary, but he never earns it, so that it has to be made up locally.

4282. (*Mr. Fenwick.*) You are aware, I suppose, that in some cases the county council find the teachers, pay the salaries, and take the grant themselves?—Yes; our county council have never done that with the science and art classes. What we have done is this: we have given the local committees a certain attendance grant—that is really what it comes to—which has taken the place very much of what the South Kensington Science and Art Department used to do.

4283. (*Dean of Manchester to Mr. Pillow.*) I understand you to be cognisant of all these particular matters. Are you satisfied with the administration of the Science and Art Department, so far as you have had experience in Norfolk?—I am, of course, in favour of the Science and Art Department to a very large extent. I think they work well, but for a county like Norfolk, for the rural districts, the examination is too hard altogether; the pupils cannot pass, and therefore the teachers, if they depended upon that grant, would have no remuneration.

4284. You have spoken about the grievous deficiency of knowledge. I suppose you trace that to the defects of the elementary system of education?—Yes, decidedly.

4285. (*Sir John Hibbert to Mr. Lee-Warner.*) You state that farmers in Norfolk rather despise education. Has there been any strong attempt in the county council to devote any portion of the money you receive in aid of rates?—We began early in claiming the grant. There was a fight then and we won. I do not think the farmers have been very much dissatisfied with our proceedings since. We have been helped very much by Mr. C. S. Read, who has himself from the very beginning said, "If you will "improve the teachers that you have already in Norfolk, I will support "you." We have done that, and he has been always very loyal in his support, and he carries a great many farmers with him.

4286. (*Mr. Lyttelton.*) With regard to the science and art grant, has it had a bad effect, in your opinion, with regard to making the curriculum of any of those schools one-sided with a view to securing the grant?—They have certainly had to eke out their income by it, no doubt.

LOCAL AUTHORITY NEEDED FOR PROVISION AND CONTROL OF SCHOOLS.

4287. (*Sir John Hibbert.*) You consider that local authorities are needed under the Charity Commission or the Education Office to start schools where they are needed and to regulate their scope. Those are your own words. Do you wish to amplify that?—Yes, I have put down the Charity Commission or the Education Office, but of course what a great many of us people in the country would welcome with very great delight would be a combination of those two and of South Kensington besides.

4288. What would be your local authority?—I think the country has gone so far in entrusting these funds to the county councils, that to a certain extent the technical education committee must be the basis of such an authority. I think they ought to be forced to have representatives of the various schoolmasters' organisations in each county.

4289. Would you have representatives from school boards also?—If I saw how to suggest it, but it is so very difficult, because some school boards are so very small and others are so very big and influential.

4290. What number of school boards have you in Norfolk, leaving out the county boroughs?—There are a great many very small ones.

4291. Parochial school boards?—Yes; very small parish boards; and till those are massed together, which I suppose will be done sooner or later, I do not see how you can say which school board should have a representative and which should not. You might go by the population of the parish.

4292. (*Dean of Manchester.*) You might have a combination of school boards?—Yes, it could be done, of course.

4293. (*Sir John Hibbert.*) They might combine for the purpose of sending representatives?—Yes. But I am sure we want representatives of the elementary school teachers and also of the secondary schoolmasters.

4294. Would you give this local authority power to build and maintain secondary schools?—I should be very glad indeed if it might have that power, and if we might use any capital that we have at the bank now.

4295. Do you not consider that there would be a very great advantage in doing that, having regard to the strong feeling that there is just now against an increase of rates? Might not that be a great impediment?—But the matter is so pressing; I do not understand how we can go on.

4296. Do you not think you would have the farmers rising up in arms about any increase in the rates for the provision of schools of this character?—I think it is very likely they might, but I think the board might manage the grant that we have, the 9,000*l.*, rather better than it is managed now; we might capitalise some of our money, for instance. And in the second place I think the feeling would grow in favour of education. But it is very likely that the Government itself would have to do something in the poorer parts.

4297. In connexion with that question I should like to ask you whether your county council representing the administrative county ever thought

of combining with the two boroughs for the purpose of maintaining the County School or something of that sort?—I do not think either of the county boroughs think that agriculture has anything to do with them.

4298. But I suppose the County School would not be maintained entirely for agriculture? It might be maintained for Secondary Education as well, might it not?—In that case it is only a secondary school affecting that part of the county which is the most central and the least to do with Norwich or Yarmouth.

4299. Is it entirely used as a day school?—At present it is just a boarding school with about seven boys; but I do not think it would help Yarmouth or Norwich in the least. It would enter into competition with the Norwich schools, which the Norwich people would not like. I do not think Norwich or Yarmouth could help us there.

4300. What have you to suggest with regard to house-keeping schools for girls?—I only wish to call the attention of the Commission to the need of it and just to mention what we do. We have a school which we keep at Norwich for the benefit of the county, and to which we send girls who want training chiefly to be domestic servants. We send 12 at a time, and pay their expenses.

4301. You mean you send them from the county to Norwich to take advantage of this school?—Yes.

4302. And do you pay for those out of your technical money?—Yes, we pay for those out of our technical money.

4303. Of course the school at Norwich is a boarding school?—Yes.

4304. The girls are boarded there?—Yes. Of course what I should like to see would be in these country towns schools of that kind being run for girls all round just as they have them in the country towns of the same size in Belguim.

4305. But you would require them to be boarding schools for the purpose of teaching house-keeping would you not?—No, I do not think so necessarily. In Belgium the girls go there every day.

4306. How could they be taught house-keeping by merely attending the school?—In Belgium they borrow babies to nurse and do for. You might see it at any time in Brussels or Vilvorde.

4307. They have a nursery attached to the school I suppose?—One of the things the girls are taught is how to do for a baby.

4308. (*Sir Henry Roscoe.*) And how do they get on for household utensils and so on for cooking?—They have to cook their own dinner every day, and they take in washing besides, so as to learn laundry work; then a certain number are taken out every day to the market, in order to buy the things that are made up and cooked.

4309. Speaking with respect to your own county council, have you had teachers of cookery or teachers of scientific dressmaking and laundry-work going about your county?—Yes.

4310. Has that been successful or not?—Myself I think that even the cookery has been successful, and there is no doubt that dress-cutting has been very successful. When we first started it Mr. Arch made a fierce attack on us for teaching the dish called "Poor man's goose." He said it was very hard that the poor man should have a different goose from the rich man, and that rather discouraged the poor people from taking it up for some time. That did damage us at the first.

4311. Will you tell us what you have to say with respect to the agricultural schools for boys?—I have not the least doubt that every member of the Commission will think it merely a waste of words if I say that I think the Government ought to do something to show that agriculture is a thing which is capable of being learnt and taught.

4312. (*Sir Henry Roscoe.*) Have you ever made any attempt to carry out a system of establishment such as has been carried out in the Wye

College by the Surrey and Kent County Councils?—We have spent so much on scholarships to begin with, and then we have gone in for the Cambridge Agricultural School, so that we have really not had the money for any such attempt. Of course the Elmham County School would have developed into that if it had not been for the school collapsing.

4313. (*Sir John Hibbert.*) I suppose you have thought out some plan for the purpose of giving the boys some kind of scientific instruction?—When we first taught it Lord Walsingham, who is an exceedingly able man, and who has really gone into agriculture a great deal, tried to get up a scheme by which the farmers should take apprentices, but not a single farmer in the place would come forward and offer to take any of these apprentices; so the scheme collapsed, and we have never tried it again.

4314. (*Dean of Manchester.*) Had these farmers ever had any experience of apprentices?—No; Lord Walsingham sketched a scheme for them, and offered to get the county council to pay a certain sum of money with each boy.

4315. And they would not take it?—No.

4316. Now, first with regard to your local authority; you speak of the Charity Commission and the Education Office being combined with representatives of the county council, and combined again with representatives of a number of school boards?—I merely meant that we should work under the Charity Commission and the Education Office combined.

4317. The Education Office as it is at present interpreted do you mean, or a new board?—I mean it would help us poor people in the country so much if South Kensington, the Charity Commission, and the Education Office were all the same place.

4318. A board of education rather than what we generally understand by the Education Office would be your idea?—Yes.

4319. Would you put that authority, which I will call the Board of Education, under a responsible Minister, or how would you treat it? You are aware that at present the Vice-President answers for the Education Office in Parliament?—Yes.

4320. How would you arrange for the head of this body?—I should be glad to see it under a responsible Minister.

4321. When you have got this higher authority you would have the local authority constituted, and that authority is to be constituted on the representative principle, and not on the co-optative principle?—Yes.

4322. That is to say, that the county council themselves would have to elect representatives on such a local authority?—Very much as they now choose their committee of instruction.

4323. And then there would be also representation from school boards?—Yes.

4324. And those together would be the local authority?—Yes.

4325. Then when you have got that local authority constitutee you propose to use to the best advantage the schools of secondary character which already exist in the area over which they have dominion?—Yes.

4326. And you desire to see those schools supplied with all the appliances and equipments which would be necessary locally for what may be called technical or technological purposes?—Yes.

4327. Then to fill up the gaps which are to be found on your county maps you would give power to the local authority to create under the direction of the higher authority new schools?—The county authority under the direction of the Education Board.

4328. And by that means you would indeed cover the area of your county, whatever it might be, with schools?—Yes.

4329. In that case would you have a line of demarcation between those two particular places that you have mentioned, Norwich and Yarmouth.

Would you leave them out of the reckoning, or because of the means of transit to those places would you not think it better to put them all in a ring fence?—We do take them into our reckoning. We use them very much, and I have no doubt that any sensible board would do the same, because it would be so much waste of money otherwise.

4330. (*Sir Henry Roscoe.*) You have 9,000*l.* a year at the present time under the Act?—Yes.

4331. But the system as sketched by the Dean of Manchester, with which you agree, would cost a great deal more than that?—Yes, I have no doubt it would.

4332. How do you propose to raise the fund?—I can only say how I do not propose, rather than how I do. I mean I am quite certain that we should not gain anything so much as we should lose by trying to re-arrange the wretched little endowment that we have in Norfolk. It would be no use trying to shift endowments; we should create a great howl in certain places and not get any gain commensurate with the evil. Norfolk has not got the money unless you rate it, and there are difficulties in this time of depression, unless you make a grant for the purpose of starting these schools. I think the country must face the fact that Secondary Education has to be organised.

4333. Then it would have to come from the Exchequer?—Yes. I do not suppose we do anything like what other countries do for education.

4334. Do you think there would be any objection, for example, to having a rate? Could you tell what that would yield for instance?—Do you mean a penny rate?

4335. Yes. How much would a penny rate all over the county produce?—About 8,000*l.*

4336. Would that be sufficient to carry out the view you have suggested?—I do not think it would, because I think it would require a very large expenditure to start.

4337. (*Sir John Hibbert.*) Money might be borrowed on the rate?—Yes.

4338. (*Sir Henry Roscoe.*) Do you agree with what is stated with regard to Secondary Education in the article to which you have referred: in the first place that the proper system is to develop the existing secondary schools, and in the second place that you must look to something more in the way of Secondary Education than that which has hitherto been customary in the rural grammar schools?—Yes, certainly.

4339. You would, in fact, put the grammar schools on a modern footing?—I should do what is called, drop Greek at once. We have already done something in the way of building them laboratories. In the first year of our existence we equipped all the secondary schools with laboratories.

4340. And is that system working satisfactorily, as far as you are aware?—Yes, as far as we are aware. Of course we are very much hampered by not having our own inspectors, and we do not propose to start them. Mr. Pillow goes about as much as he can.

4341. You have the means of checking the work done at these schools, I presume?—Yes.

4342. And you take care that that is done?—Yes.

4343. (*Sir John Hibbert.*) When you speak of these schools you mean endowed schools, do you not?—Yes.

4344. (*Sir Henry Roscoe.*) Are those endowed schools to which you have already given the means of building laboratories, the schools that we have heard of in the list?—Yes.

4345. Could you name those schools which you have already furnished with laboratories?—Thetford, Elmham, Wymondham, Snettisham, Hingham, Lynn, North Walsham, and one in Norwich.

4346. Have you assisted one in Norwich?—Yes, we have assisted one in Norwich, because we used it a great deal for the lectures to schoolmasters.

4347. I see that on page 217 there are other grammar schools mentioned which I think you have not named?—All those except Yarmouth and one at Norwich we have helped. They have all got their laboratories.

4348. Then you have done all you can in the way of aiding grammar schools, so far as laboratory instruction is concerned?—Yes, I think we have.

4349. (*Mr. Jebb.*) You propose that the local authority should include representatives of the teachers. By the teachers you mean, no doubt, not only the teachers in secondary schools proper, or in technical schools, but also the teachers in the elementary schools in the county?—Yes, certainly.

4350. Should you think it desirable that there should be a representation of universities in the local authority?—My feeling is, would the universities be able to supply enough men. I suppose they would be local men whom the universities would choose to be their representatives.

4351. Supposing that that difficulty, if it exists, could be overcome, and supposing the thing could be done, do you think it desirable in itself?—I think it would be a very good thing, because the universities are always helping us in various ways. It would be a very good thing to have a definite connexion.

4352. With regard to the examination of schools, by what agency should you wish to have that conducted?—We have been perfectly satisfied with the university. The university has helped us exceedingly, and, being nearest to Cambridge, we have gone to Cambridge always.

4353. With regard to the relation between the local authority and the central authority, whatever it may be, how much power of interference, do you think, speaking generally, the central authority ought to have? I mean do you conceive it rather as a court of appeal and a moderating influence, or would you give it a more direct and constant power of intervention?—In a matter like deciding where there should be a new school put, I should think it desirable to have their sanction first.

4354. With regard to the funds, do you think it would be well received in Norfolk if the money available under the Local Taxation Act, or the so called Beer Money, were permanently devoted to Secondary Education without the present restriction to technical education?—That is a difficult question. I think that our present committee would be about evenly divided on that question.

4355. (*Mr. Lyttelton.*) I think you said that you would look forward to a unification of the Charity Commissioners, the Education Office, and the South Kensington Science and Art Department?—Yes.

4356. Would you mind saying in what particular respect you feel any inconvenience from the present system?—Of course in the first place it is always more convenient to deal with one office. You get to know the ways of working of those with whom you are communicating; otherwise you constantly feel a sense of the authorities or the work overlapping. Take, for instance, the Science and Art grants. People often ask where is the money to come from. The Science and Art people are dealing with Imperial money—I mean Imperial money for this kind of work—and possibly the principle being admitted there, if it got into the Education Office I should not be sorry.

4357. Have you had any experience as to a grant being given by two authorities to the same boys or to the same school?—We have to be careful about that in connexion with the continuation schools. We have kept rather out of the evening schools, so we have not had any difficulties.

4358. Your endowed schools in Norfolk, I suppose, have governing bodies of their own?—Yes.

4359. Have you thought at all of the relation between local authorities and the governing bodies? First, perhaps, I might ask, would there be representatives of the governing bodies on the local authority?—That is a matter of detail. Of course at present the Charity Commissioners are starting a scheme, which I believe they have already started in some counties, by which two members of our committee should be chosen to be on every governing body in Norfolk. You see what one wants is, that the governing bodies of these schools should not be working as rivals to one another and not know one another's work, but there should be some people on each who know the whole work of the county, so that they should not be interfering with one another's work. It is only a question of whether you will not make the body so very big if you have so many representatives.

4360. Would you favour, then, the idea of the local authority being represented on the governing body or *vice versâ*, the governing body being represented on the local authority?—Quite so.

4361. Would you say that the representatives of the local authority ought to be on the governing body even if no money was received from the local authority?—Yes, if you once constitute this as a central education body for the whole county.

4362. Do you think there would be any opposition to that?—I do not think there would be in Norfolk.

4363. I think you say, too, that you would wish to see existing endowed schools developed by local authorities?—Yes.

4364. What form would that development take. Would it take the form of financial subsidies?—It already takes the form of financial subsidies. I should like them to have power, which I have no doubt they will gradually get anyhow, of giving them advice as to what they should cover. Take, for instance, the case of where there are two schools near one another; one school may go in for teaching one form of science, and another another.

4365. Do not some of these endowed schools suffer from lack of pupils?—Yes.

4366. Would any subsidies of that kind help them very much?—I do not propose to give a subsidy so as to develop them, unless they have pupils. I think that would be most harmful. We have always kept out of that.

4367. You spoke about dropping Greek. Does that mean you would make it compulsory as to certain schools not to teach Greek?—Certainly, not as a class subject.

4368. But you would leave it optional in the schools to teach Greek to those boys who were going to the universities?—Yes.

4369. Would you favour the idea of the universities rather relaxing that restriction?—I should very much, indeed.

4370. Would that work well do you think?—I think it would draw more people up to the universities who would go in for the honour classes afterwards.

4371. Then you would say, that in Norfolk there is a tangible number of boys who are excluded from the universities and who might take honours, merely because of Greek in the compulsory entrance examination?—Certainly, some. I should not like to speak positively, because I never tried to think out how many there were.

4372. In the endowed schools at present, is Greek always taught?—It comes in in this way, that in appointing an assistant master you must look out for a person who has got that qualification.

4373. Have the endowed schools got modern sides?—They have not broken up in that kind of way; they are too small to be divided into two sides.

4374. But most of the pupils have to learn Latin?—Yes.

4375. And most Greek as well?—Not in lower forms.

4376. (*Dr. Wormell.*) You hope to increase the number of secondary schools very considerably in Norfolk, I gather?—Yes.

4377. I suppose you have never looked forward to doing away with the necessity of using the railways to some extent?—No.

4378. What do you suppose is the longest distance boys and girls might be expected to go?—I do not think I could put it so much in distances as say that they should all have their secondary schools.

4379. You mention that you would hope to see the representatives of teachers in this provincial body. Suppose it should turn out that there are some private teachers in Norfolk who can give evidence of their qualifications, working in schools which can prove their efficiency; would you include those in the body of the teachers privileged to appoint representatives upon the provincial body?—I do not see exactly how I could define them, but I should like to see something of that kind. There are some good private schools.

4380. (*Mr. Yoxall.*) Do you think that 9,000*l.* is any more than you need to spend in Norfolk, and can well spend, upon strictly technical teaching or technological work?—I do not quite know how I should define strictly technical teaching.

4381. Technical instruction within the meaning of the Technical Instruction Act?—We could spend a great deal more than 9,000*l.*

4382. Then you would deprecate any diversion of any part of that 9,000*l.* to secondary teaching of a different order from the teaching we have been talking about; that is, to the kind of teaching that usually has gone on in endowed schools which have not been receiving grants from the technical education committee?—I do not quite see how I can separate them to answer that question, because take what happened with our agricultural school at Elmham. We set aside a certain amount of money for teaching these boys pure agriculture. Then they went to the school, and almost directly we got a letter from the headmaster asking whether they were to drop their general English teaching. Of course one was obliged, looking at their age, to say that boys of 16 ought not to drop their general teaching. So we had to recognise that they ought to be put into the other classes.

4383. What I want to elicit more particularly is whether you do not think that any extension of the work you are now doing, such as the one you suggest, would need to be financed and subsidised from other sources, rather than the one source it has now?—Certainly.

4384. (*Mr. Sadler.*) I wish to ask a few questions carrying forward those put by the Dean of Manchester. Would you give your county educational board executive powers, or make it submit its schemes to the county council?—Personally, I would give it executive powers, as I said before, under the Education Office.

4385. Under your proposal, the county council would delegate full powers, and hand over a certain income to a board composed partly of its own members and partly of outside representatives?—Yes, I suppose it would come to that, that this particular fund, which is at at present administered by the technical education committee, would be administered by the technical instruction committee, combined with representatives of the body I have mentioned. That is really all that it would come to, only you will frighten every county council if you put it in the way you have put it.

4386. Amongst those representatives, you said there should be some teachers. How would you get the teachers? Would the board choose them or leave the teachers to appoint them themselves?—I should think they would get the best representatives by leaving the teachers to appoint.

4387. That would involve either going to the teachers' societies or having a register of teachers?—Yes, I suppose it would.

4388. Which of the two would you prefer?—I really cannot tell. I could not answer that question. I should think a register of teachers would be the fairest thing.

4389. You would see *primâ facie* certain objections to going to the societies simply, because there might be desirable persons outside them? —There are, undoubtedly. That is what I mean.

4390. Then if your proposal involved a register, as I understand it does, would you put in that same register both primary and secondary teachers? —Do you mean to say that they should elect together?

4391. Yes?—I should have thought it would have been well to have had representatives of the two sets separate, but I do not know.

4392. That would not involve getting separate registers, and so dividing them?—No, I do not think that is necessary at all.

4393. In fact, you would think it undesirable to do so?—Yes, I think that would be most undesirable.

4394. And in the same way you would wish to keep the university teacher in the same profession. You would not wish to exclude him from influence on the county board?—No.

4395. You were suggesting that possibly the universities might get local graduates to represent them on the boards. I suppose you would feel it desirable, if that were done, that those local representatives should periodically report to the universities what they saw, in order to keep the universities continuously acquainted with what was going on?—Yes, I suppose the universities have numerous ways of finding out what is going on by their various examinations.

4396. But I was referring to these special representatives which have been suggested?—My only difficulty there is, that I do not know what body they would particularly report to.

4397. What I wish to bring out is this, you would not think it a real, true university representation if the university simply appoint a local resident, and let him go his own way, and never troubled to find out what was going on?—No, but it is what they do in the governing bodies of our public schools.

4398. And that is undesirable you think?—I should not think it was exactly desirable.

4399. In fact, if there were a university representation on these boards you would not follow the analogy of the existing representation on the governing bodies of some schools?—No.

4400. And further, would you bring under supervision, or in some way in relation with your county board, what are spoken of as public schools? I am speaking of the big public schools?—I imagine that there are a certain number of those schools which might be specially regarded as national, so I do not know that I should meddle with them.

4401. You think the county board need have no regard for them?—I think, if the county council were wise, it would leave them alone.

4402. Would it not be difficult to draw the line between such schools, and say that some are national and some are not?—Very difficult.

4403. Would you put those that were distinctly national into any sort of connexion with the central department that you have sketched?—I should like to see every one of our schools in some kind of connexion with the central department.

4404. In fact, you would not leave out any part of our Secondary Education from some kind of connexion with an organised system of Secondary Education?—No

4405. (*Mr. Cockburn.*) You do not consider at all that the 9,000*l.*, which has been referred to as beer money, is adequate for even your technical work in Norfolk?—Not as I hope it will develop.

4406. If your local authority in Norfolk had added to its duties the care of Secondary Education, that amount would be still more inadequate?—To a certain extent, it already has that added to it. It is difficult to say how much we keep within the strict lines of the Act.

4407. And you do not see your way to any of the existing endowments being converted to this purpose?—There really is not enough to talk about.

4408. And you do not see your way to the imposition of a rate?—No. I said we could not get our county council to vote a rate.

4409. Would it tempt the county council, and would it also tempt the ratepayers to bear it, if pound for pound you had a subsidy from the Exchequer; that is, if for every pound they raised locally, they should receive a pound?—I should like to try the experiment, certainly.

4410. Do you think that would get over the difficulty?—I cannot say it would remove it, but it would make things very much easier.

4411. Supposing that were done, can you tell us how you would get over the desire of the Imperial Exchequer to have some oversight or control if they gave you money?—I was proposing that it should have control, because of this board of education.

4412. Do you think it would be quite a *quid pro quo* for their grant if this central office, composed of these three departments in one, exercised their control?—Yes.

4413. Do you see any possibility of the same authority directing primary education and Secondary Education?—I do not like to answer that question, because I have never seen exactly what the difficulties are, not having been in the department.

4414. You have referred to elementary education?—I want to see the two in some relation to one another. If it is to be done it seems to me that it could best be done by the board of education.

4415. Could the county council, with these co-opted members, take primary education in hand as well as secondary?—Taking over what powers, do you mean?

4416. Practically all the powers that are at present vested in, say, school boards or local managers of primary schools?—I do not see any immediate need for it, and therefore I do not see why it should be done.

4417. Do you see a necessity for some linkage between elementary education and secondary?—Yes.

4418. If you have separate and distinct bodies controlling each, how is the linkage to be secured?—I do not look upon them as two separate bodies if they are both referring to the Education Office.

4419. But if primary education is left, as at present, in the hands of the voluntary school managers and school boards, they are absolutely independent?—Yes. Of course I should be glad to see the school boards organised.

4420. And you would like to see school board areas very much enlarged?—Yes; but I did not wish to mix up anything I had to say about secondary schools with that. Of course I should like to see it.

4421. I do not want to take you into the field of elementary education, only I recognise, as I suppose you do, that there must be some kind of linkage between them?—Yes.

4422. We must get the boys and girls into secondary schools when they have gone beyond primary schools?—Yes.

4423. And to do that we must have some connexion between the two governing bodies?—Yes.

4424. Do you recognise that necessity?—Yes.

4425. Can you tell me whether you see any difficulty in the county council for the whole of Norfolk undertaking secondary as well as technical

education in addition to their present duties?—The county council leave their technical educational committee very free, and therefore I cannot help looking at it as if it were just the committee that is doing the work. The county council are very careful indeed about not interfering with us.

4426. What is the number of the Norfolk County Council?—Seventy-six.

4427. And your technical instruction committee?—Sixteen.

4428. Does the county council relieve the technical committee from a great many of the other duties that devolve upon the members of the county council; such as attendance upon committees for all sorts of purposes?—No, I do not know that they do especially; but it is always possible for people to say that they cannot sit on another committee, and they do say so freely.

4429. And you do not see any difficulty about county councils carrying on the Secondary Education work of a county like Norfolk?—I do not see any difficulty in the technical committee forming part of such a board as I have sketched, and then conducting the technical education of Norfolk.

4430. With the addition of co-opted members?—I do not say co-opted, but representative members.

4431. How would you settle it?—There would have to be some scheme.

4432. Who would bring in the scheme; would it be done by legislation?—Yes, it must be legislation; but that, it seems to me, the Education Office ought to be able to rise to.

4433. (*Mrs. Bryant.*) What sort of control do you conceive that this local authority would exercise over the schools already in existence? At present the schools to which you give subsidies are inspected or seen by your inspector or some one?—Yes.

4434. Do you think that that sort of inspection which is at present exercised would be sufficient, or do you think something more would be necessary?—I do not think anything more would be necessary, so long as we have the universities to go to for our examinations. You see we rely enormously on the help of the universities.

4435. I take it from what you said before about these examinations that you attach great importance to the fact that the pupils in the schools are passing them?—Yes; you see the universities have the experience of the whole of England, whereas we have only the experience of Norfolk.

4436. With regard to the future, would you be satisfied with such a position of things as this: That the inspector of the local authority carries on some sort of very general and informal inspection similar to that which at present is exercised?—Yes.

4437. While at the back of that you have always the fact that the pupils from the schools are passing the university examinations?—Yes.

4438. Do you think that would be sufficient to guarantee the efficiency of the school from the local authority point of view?—Yes, I think it would be.

4439. Now I should like to get a little clearer picture about the housekeeping school at Norwich. How many girls are there actually in the school besides the 12 that you send?—Some come from Norwich. I think there would be about six more. (*Mr. Pillow.*) About 16 altogether.

4440. So it is very small at present?—Yes.

4441. But you expect it to be very much larger, I suppose?—Yes, it is hoped so.

4442. At present all the girls who attend that school are of the same sort of class, are they not, domestic servants and so on?—With one exception they are all of that class. One was a minister's daughter. That is the only exception that I am aware of.

4443. Did she come and do the same kind of work as the others?—Yes.

4444. I think it important to determine whether that kind of school should be so organised as to supply the wants of different classes in the same school. Do you think that in the same school you could teach the poorer girls intended for domestic servants and the richer girls who will be the mistresses?—I think that was the hope, but when what we call the county council girls were sent there we had rather an unpleasant scene with regard to one of the schoolmaster's daughters. She went there, and when her father found out that she got up at 6 o'clock in the morning and had to wait at table on the other girls and so on he took her away. We have guarded against a repetition of that since. In the case of the clergyman's daughter who is at the school now, we told the clergyman what she would be expected to do. He said he had no objection, as she was keeping house for her uncle, and he thought it would be good training. So he agreed, though he was really in a high position. The better class of girls, we find, take more to dress cutting; others come to learn cookery with the idea of becoming teachers. But these girls come to get a knowledge of household work, and only stay three months and then go away again.

4445. You have not thought out any scheme by which one could put these different girls as apprentices, as it were, in the sort of posts which they would be likely to fill in the world afterwards. Of course it is very difficult to make distinctions of that kind. Have you ever been able to do so?—I think that where girls show a distinct ability for any particular branch, say dress cutting, more time is devoted to that in the school. In one district in Norfolk a county councillor told me that a girl was actually getting her living from dress-making that she had learnt at the school. She had picked up so much knowlege, combined with what she knew before, that she was able to get her own living. If they show distinct ability in cookery, laundry work, or dress cutting, I think more time would always be devoted to those particular subjects.

4446. I was rather thinking of the well-to-do girl who has to do the housekeeping at home, and who wants rather a different sort of knowledge from that which is required by a girl who has to be the housemaid?—(*Mr. Lee-Warner.*) I should say that we hardly teach the kind of girl who has to do the housekeeping. I do not know, for instance, that we teach them the expenses of things.

4447. They do in Belgium, do they not?—Yes. They are taken round the market.

4448. I suppose you hope to do that sooner or later?—Every little town in Belgium or France has its market, and the girls go out to it.

4449. (*Mrs. Sidgwick.*) If schools could be established in the towns of which you speak, would it be possible for the great majority of children needing Secondary Education to attend those schools as day scholars?—Yes.

4450. The towns in question would be within reach of the greater part of the country districts? The children could drive into school?—There would be always that kind of difficulty with regard to the country districts.

4451. That being so, in considering the question of economy, would it not be better, as there must be many boarders in any case, to have fewer schools and larger schools?—My answer to that rather is that it is so desirable in the interest of the towns themselves that they should have some school.

4452. And it is extremely difficult to make secondary schools as small as these would be good, is it not?—Would that be so if you take off the sixth and seventh standards of the elementary schools, and send them in with scholarships?

4453. I am thinking of schools like the girls' school at Thetford. Among the towns you have mentioned, Thetford is a fair sized town, but the school is very small?—Yes.

4454. And there is no chance of its growing larger unless boarders came in from a distance, I suppose?—No, but at Thetford we should not propose to establish another school that would in any way militate against the present area that Thetford feeds. The nearest would be Swaffham, and no one goes from Swaffham to Thetford.

4455. Small proprietary schools cannot be made to pay?—No.

4456. Then to have a large number of small schools means a very much larger expenditure of money than to have a smaller number of large ones?—Yes.

4457. And would it not be less wasteful for scholars to attend as weekly boarders?—I cannot answer for that.

4458. Do you think that in a county like Norfolk any increase of the burden of rates would do more harm to agriculture than any amount of education would do good?—No, I do not. I do not know whether I could persuade the farmers of that, but that is just the difficulty that we all have.

4459. (*Dean of Manchester.*) Do you ever hold exhibitions of these cooked things, and dresses and all the rest of it, for the parents and others to see?—That is a question for each local committee.

4460. But you speak of the want of interest. As a matter of stimulating the interest, exhibitions are found in a great many centres a most admirable way of increasing the sympathy with education of that sort?—Yes. On a small scale we certainly do it; at the cookery school, for instance, people go in and see what is going on: they can buy the dishes, and we sell the dishes freely.

4461. Not the dresses?—I cannot answer so much for the dressmaking.

4462. (*Mr. Yoxall.*) What is your opinion about the possibility of having for each secondary school a governing body of its own, such governing body to hold to the local authority the same relation, under the scheme you sketched, as the relation which now exists between the committee of managers of the evening continuation schools or science classes and your own committee?—I suppose that is what it would gradually drift into, would it not, if you created a strong county body with those various governing bodies which are already in existence.

4463. You are prepared to entrust to the governing body for each school the mere details of management?—Yes.

4464. You would not wish that the local authority should concern itself with all the details of management of the secondary schools within its area, in the same way that the larger school boards do now with regard to their own schools?—I think there is a danger that they are taking too much upon them if they interfere too much.

4465. (*Sir Henry Roscoe.*) Have you any other remark you wish to make to the Commission?—I do not think that there is anything particular that I have omitted. With regard to scholarships, I have not really been able to bring out fully our difficulties by merely mentioning them. Our present scholarship scheme is very inadequate. Suppose we take a boy at about 11 years of age and give him a scholarship. The Bishop of London, when he spoke at Oxford, talked of the exceeding desirability of picking a boy without examination, taking him as soon as he showed ability, giving him a scholarship, say for three years; that brings him up to 14. Then you have nothing but your next scholarship, which is a scholarship for two years; and if that boy is really to be done well by, I mean if he is really a thoroughly able boy, and is to go off to the university or anything of that kind, you have to fill in the time between 14 and 16 before he takes the senior scholarship.

4466. But I presume the number of boys who are really first class is excessively small, so you cannot expect these original scholars to distinguish themselves especially?—No, but surely it is an under statement

to say that only 12 children in 1,000 ought to go to a proper secondary schools.

4467. For that purpose you require proper secondary schools. That is clear, is it not?—Yes.

4468. (*To Mr. Pillow.*) I understand you have had a great deal of experience in the actual work of technical training and teaching the last 20 years?—Yes.

4469. I am sure the Commission will be glad to hear any remarks you may have to make arising out of the evidence we have had from Mr. Lee-Warner?—As I remarked at the beginning, I have always found that those people who had superior Elementary and Secondary Education have been the most capable of receiving instruction in scientific subjects. I had a very striking example of that when I was lecturing in Manchester and in a town in Cheshire. In one case the pupils were well educated, and they only required a certain amount of knowledge in science. I think I passed about 98 per cent. in one town, and about 65 per cent. in the other in the same subjects, the difference being entirely due to one class of students being better educated than the other. I think that is a strong point in favour of pupils being well educated before they take up scientific subjects.

4470. And you think that applies to a great many parts of England besides the districts you have mentioned?—I think it applies to a great many parts of England, and to Norfolk in particular.

4471. And therefore the Secondary Education question is one which is of vast importance, particularly from the technical education point of view?—Exactly.

4472. Is there any other remark you would like to make?—I think that in certain private schools the teaching should be more experimental than it is. I do not like to mention names, but I have been through private schools where they claimed to teach scientific subjects, and they had a few antiquated diagrams on pneumatics and things of that kind, which it would be impossible for children to understand who had never seen the things referred to. Then there were a few small books from which they would teach astronomy and so on, which were of no use whatever.

4473. That is not science teaching at all?—No.

4474. You are trying in your area to put an end to things of that kind?—Yes, and we give them all the apparatus that is possible.

4474*a*. (*Mrs. Bryant.*) I suppose you find that going round and having conversations with masters and mistresses is doing a great amount of good with regard to the giving of that teaching?—Yes, it is doing a very large amount of good indeed. I think a great deal depends on the ability of the inspector to keep the class together. When I first went to Norfolk some of the teachers objected to what they called examinations; but went round and examined the boys and girls who were there, orally, and, after a time I was invited to go to a very large number of places, and they were always very pleased to have such an inspection and an oral examination. Some teachers have told me that they intend to apply to the chairman, Mr. Lee-Warner, to ask for certificates to be given, not at our examinations, but for the oral examinations, as they think that would be a great incentive to the more ignorant portion of the population to study and get on. I may mention as an example that I examine a class in chemistry. We have about 30 such classes, conducted by teachers trained by the county council, and in some places where the boys and girls have been better educated, they pass very well. In three or four places they nearly all failed. I was only able to pass one pupil out of 15 in one place, and in another place I plucked about 20 out of 21. Still in other classes they passed very well. By going to one of these classes, which had utterly failed, and holding an examination in elementary agriculture, I first encouraged the pupils to speak, and after a time there was a competition among them to answer questions. I think a system of inspection

of that kind would do a very great deal of good in the more remote rural districts.

4475. (*Mr. Yoxall.*) I suppose you would prefer to term what you have mentioned now, inspection rather than examination?—Yes, inspection combined with oral examination.

4475*a*. It is an oral inspection?—Yes

(*Sir Henry Roscoe.*) We are very much obliged to you for your evidence.

The witnesses withdrew.

H. MACAN, Esq., called in and examined.

4476. (*Sir Henry Roscoe.*) You are Organising Secretary of the Technical Education Committee of the County Council of Surrey?—Yes.

4477. You are also, I believe, Honorary Secretary to the Association of Organising Secretaries and Directors of Technical and Secondary Education?—Yes.

4478. How long have you held the position of secretary to the Surrey County Council?—Ever since the beginning of their technical instruction work, three years ago.

4479. Then I will take it that you have seen the whole of the arrangements and work done by the Surrey County Council since its commencement?—Yes. Nothing was done in Surrey till I took charge.

4480. I believe you wish to make some remarks to the Commission on the question of the educational and the *quasi*-educational charities now existing in the county?—Yes.

MISUSE OF ENDOWMENTS IN SURREY.

4481. I understand that in the first place, in Surrey, there are a large number of endowments scattered in various directions over the county?—I have made a summary, which to save time I think I might hand in to the Commission, (*see Appendix No. 5*), of endowments for Secondary Education, endowments that might be made available for Secondary Education, and a number ofsmall endowments which I have a proposal for making available. The total endowments at present in the county actually used for Secondary Education amounts to the sum of 1,447*l.* annually. There are large endowments situated in important centres, three of them over 500*l.*, amounting in all to 1,861*l.* 14*s.* 9*d.* These large endowments at present are being actually used chiefly for the relief of elementary education. A part of them is being used for apprenticing, but, speaking generally, this sum of 1,861*l.*, which is largely in excess of our present secondary endowment, is being used more or less for elementary education. Then I have here a return, which I will hand in (*see No. 5 above*) of small charities in the county, amounting in value to 2,265*l.* in all; they are charities of quite small amount, some of 20*l.*, some of 10*l.*, and some 5*l.*, scattered all over the county in almost every parish. Speaking generally, these all go either for the relief of elementary education, or for apprenticeships. I have not included doles.

4482. Have your county council any power over these charities in any shape or way?—We have no power in any way to deal with them at present. We feel, that if we were given a free hand as regards these charities, we might deal with Secondary Education in a much more comprehensive manner than we are able to do at present. I should just like to give the Commission a few instances of the misuse of certain charities. I will take the large charities first of all. There is a sum of nearly 600*l.* a year, called the Sir William Perkins' Charity, at Chertsey: one-half of that simply goes to support the elementary day school, that is, the National School of the place; the other half goes to the support of evening classes. These evening classes, until the county council intervened in the matter, more or less, were not under the control of the Education Department; they were not continuation schools; they were not to any large extent under the control of the Science and Art Department. To a very large

extent they were practically uninspected. About six years ago, the Charity Commissioners proposed a scheme for using this endowment at Chertsey for the purposes of Secondary Education. Of course there was no body like the county council to back the proposal of the Charity Commissioners at that time, and this scheme was defeated by the local opposition, that is, by the opposition of the ratepayers, who wanted the money to be used for elementary education.

4483. (*Dean of Manchester.*) To save their own pockets?—Yes. That is one instance. Then there is another instance of the Strode Charity at Egham, of the gross value of 980*l.* a year. A great part of that has gone so far to keep up what is practically a select elementary school; that is to say, it is an elementary school which the sons of the small tradesmen and others use. It is not under the Education Department; it only gives elementary education, and the tradesmen of the place do not send their sons to the school board, but to this school instead. When this scheme of ours for re-organization is published, as it will have to be, by the Charity Commisioners in about a month, we must expect bitter and prolonged opposition from everybody in Egham; but of course we are prepared for that.

4484. (*Sir Henry Roscoe.*) With regard to the two you have mentioned, may I ask what is the date and the object of the foundation? Were they originally intended for elementary instruction or for the foundation of grammar schools?—There is no mention in either case, whether they were left for education generally or the foundation of grammar schools.

4485. (*Dean of Manchester.*) The object is educational in each case?—Yes.

4486. (*Mr. Lyttelton.*) Does any denominational element come in in the opposition which is expected?—No.

4487. (*Dean of Manchester.*) It is beneficiary opposition, is it?—Yes. Then at Farnham we have had some opposition. The Farnham School was reported on by the 1868 Commission. The endowment consists only of 8*l.* a year. The school is kept up by grants from the county council. We pour into it something like 400*l.* a year. A school board has been established in the past year at Farnham. Previously there were charities of the value of over 51*l.* a year, called Baker's and Hall's charities, which went to aid the National School. When the school board was founded of course these charities lapsed from that purpose. The trustees held a meeting. We applied for the charities to be used for the purposes of the grammar school, and the trustees declared that they should not be used for any such purpose, but that they should be taken away from education altogether and applied, as they do actually now apply them, to doles, although they were distinctly left for educational purposes.

4488. By what power could they do that?—The Charity Commissioners say they have no power to stop them doing it. I went and informed the Commissioners, and they say that they have no power to stop it.

4489. (*Dr. Wormell.*) That is to say, they must be within their rights, according to the terms of the charity, in spending it in that way?—Yes. There appears to be no doubt in the minds of the Charity Commissioners that, as the law stands, they cannot be prevented from spending it in that way.

4490. (*Sir Henry Roscoe.*) Have you anything to point out as regards Guildford?—Yes. There is Abbott's School at Guildford, which is what I may call an uninspected elementary school.

4491. Has Guildford a school board?—Yes, Guildford has a school board. The Abbott's school at Guildford has an endowment of 152*l.* a year, which is practically valueless to Guildford. It was originally an old third grade school, but now, as a matter of fact, it is simply an uninspected elementary school. There is no education above the elementary rank given there.

4492. (*Dean of Manchester.*) How has it come about that it has degraded in this way?—Simply because the people of Guildford have not made any efforts to use it.

4493. Are there schools at Guildford which would take its place?—Yes, there is the Guildford Grammar School.

4494. (*Sir Henry Roscoe.*) That is a very useful and important institution, is it not?—Yes; and it is a very flourishing institution now, receiving large grants from the county council, and doing very good work, and the Abbott's School has practically failed in its object; it is no use to Guildford at all at the present time, and it is an endowment that we should like to see used in another way. I have sent in to the Secretary of the Commission my report to the county council upon the Richmond Charity Inquiry, which is rather voluminous. I think I may mention that the proposal set forth in that report for dealing with the apprenticeship and similar charities has been received with very bitter local opposition.

4495. Would you describe shortly what those charities at Richmond, to which you have referred, are?—There are a very large number of charities. There is one charity connected with a blue school originally, and another charity of which the trustees were given a certain option as to whether they should use it for exhibitions and prizes, or the actual relief of elementary schools. They preferred to use it for the latter purpose. Then there are several others used for the purpose of apprenticeship which I have gone into very fully in the report, which shows that the apprenticeship system is perfectly dead in Richmond, and that those charities are simply used by the trustees for the benefit of local tradesmen. They are not used for the benefit of the lads to be apprenticed, but for the benefit of a certain number of selected tradesmen who take other boys in on the same terms without the premium, but take these boys with the premium because it is offered.

4496. (*Dean of Manchester.*) Do not the boys follow the occupations?—Yes, the boys are used as what I may call cheap servants in the shops. They do not get any information.

4497. (*Sir Henry Roscoe.*) They are in no sense educated?—No.

4498. The tradesmen do not pretend to educate them?—No; they do not pretend to educate them.

4499. (*Dean of Manchester.*) They can get apprentices quite easily without these?—Yes.

4500. (*Sir Henry Roscoe.*) In the report to which you have referred, has your committee made any proposals as to action in such flagrant cases as those you have described at Richmond?—Yes; in many cases they have accumulated huge balances. We have proposed that those huge balances should be used for the foundation of a secondary school at Richmond.

4501. (*Dean of Manchester.*) From whom does this great opposition emanate?—In Richmond it emanates from two quarters. It emanates from those from whom opposition of this sort comes generally, that is, the people who say you are robbing the poor if you take anything from elementary education and give it to secondary; and also it emanates from a very strong Church party in Richmond. The vicar of Richmond, of course, is a great advocate of voluntary schools, and he and the churchwardens are practically in sole charge of all these charities, and their nominees occupy seats on the boards of some of them; so they are afraid, in fact they know, that if these charities are taken from them a school board would probably come.

4502. The charities do not go to support the voluntary schools, do they?—Yes, to a large extent they are parcelled out in direct grants and prizes to the different voluntary schools. It was only as a result of the inquiry held by the Assistant Charity Commissioner a year and a half ago, that the National Schools of Richmond have recognised the right of the British and Wesleyan Schools to share in these charities.

4503. (*Sir Henry Roscoe.*) Have you brought your recommendation before the Charity Commissioners, and are you waiting for their action in

the matter?—Yes. They held an inquiry a year and a half ago and we are waiting for their report. I was simply sent down by the county council to watch the inquiry and to report my impressions.

4504. In all these matters you and the county council are perfectly helpless?—We are perfectly powerless. We can do nothing.

4505. (*Dean of Manchester.*) In the case of the Richmond Charities what was the original endowment?—The original endowments were of three sorts. A large part was left for education, some for a blue school, others for the education of certain poor boys "in subjects suitable to their condition," I think are the words of one trust; others were for apprenticing the children of poor parents. I may mention that very nearly half the apprentices in Richmond are choir boys or ex-choir boys. Then another lot of endowments is for doles. I have calculated that 1,500 or 2,000 poor persons in Richmond may get from the doles one and a half loaves each per annum.

4506. With regard to the other endowments, the trustees are not absolutely abusing the trusts, or rather, I will say, misusing the trusts? They are educational trusts, and therefore the trustees are within their rights?—Yes. They are not absolutely mis-using them within the terms of the law at present.

4507. (*Dr. Wormell.*) By using them they have been able to avoid the establishment of a school board?—Yes. They are using them in relief of the rates really.

4508. (*Sir Henry Roscoe.*) Would the Charity Commissioners have power to put them in the proper channel?—No. As the law stands at present the state of things can only be altered by the consent of a majority of the trustees, and I do not think there is any chance of a majority of the trustees ever giving their consent.

4509. (*Dean of Manchester.*) Because they are not outside the original intention?—No; they are not outside the original intention. Then there is the Rutlish Charity at Merton. In that village there is a scheme of reorganisation owing to the trustees being a very enlightened body of men and seeing that it would be much more to the advantage of Merton to have a good secondary school than to have it used for apprenticeships only, as it was used before. The endowment is 610*l.* a year and there is an accumulated surplus of 4,000*l.* The whole of this surplus the trustees have placed at our disposal for the purpose of founding a secondary school.

4510. Do you consider the system of apprenticeship played out in that neighbourhood?—Yes, absolutely.

4511. I know that in some parts of the country it is absolutely played out, but you appear to say that in Surrey there would still be apprentices without these bonuses?—Yes. The persons who are called apprentices would be taken by the various tradesmen without any bonuses, simply as shop servants.

4512. I am afraid it would be argued, by those people who get this money for apprenticeships, that the system of apprenticeships was not played out?—They could argue that the system of apprenticeships was not played out as a whole; they could not deny that you could and do have the system without the bonus.

4513. (*Sir Henry Roscoe.*) Having got now the particulars of all these cases, what is your suggestion as to bringing them within your proposal for Secondary Education?—My proposals are that the large endowments such as those at Egham, Guildford, Chertsey, and Richmond should be used for the foundation of schools for Secondary Education of some sort—I will not say what sort—in those localities; and that the small endowments amounting to the sum of 2,250*l.* a year should be practically thrown into liquidation; they should be placed in the hands of the county council with instructions that they should found with them scholarships tenable at the present secondary schools or at the new secondary schools. The

scholarships of course would get over the difficulty of what the Charity Commissioners called "due regard." The scholarships could be made local; in a place where the amount of the charity is sufficiently large a certain scholarship could be attached to the elementary school of that place, taking the best scholar of the year on to the secondary school.

4514. (*Sir Henry Roscoe.*) That could not be accomplished without legislation?—It could not be accomplished without legislation. That is one of the most important points upon which legislation appears to be necessary.

4515. (*Dean of Manchester.*) If school boards are formed and the money got out of the rates; if these are elementary education charities you cannot deprive elementary education of them fairly, can you?—It appears to me that they operate in relief of the ratepayers, whether there is a school board or a voluntary school. They operate in relief of the subscriptions if it is a voluntary school, and they operate in "relief" of the rates if it is a board school, and under any circumstances they prevent the formation of a board school.

4516. (*Mr. Yoxall.*) You say that these charities operate in relief of the ratepayers. Would you prefer that they should operate in relief of those ratepayers who would usually desire, and who usually pay for, Secondary Education?—I prefer that they should operate in no sense for the relief of the ratepayers.

4517. But if they are to operate for the relief of the ratepayers, they would operate for the relief of those ratepayers who pay for Secondary Education?—No. They will not operate for the relief of ratepayers who pay for Secondary Education, they will operate for the purpose of giving an education to a poor lad better than that for which he can afford to pay.

4518. What proportion of poor lads would attend the schools probably?—If the schools are scholarship schools, as we expect most of ours to be, they would be wholly poor lads.

4519. Is that your plan at Richmond?—Our plan at Richmond is that the school shall be a school where the entrance examination shall be of such a character that it shall be practically a scholarship school.

INADEQUATE PROVISION OF SECONDARY SCHOOLS IN SURREY.

4520. (*Sir Henry Roscoe.*) With regard to the second part of your evidence, what have you to say with respect to the want of schools in Surrey? Have you a sufficient number of existing secondary schools as compared with other counties of a similar population?—No; I have to point out that, for various reasons, we are worse off, I think, than probably any other county in England, except Cornwall, as regards the supply of secondary schools, considering area and population together. We have only—in the county of Surrey—at the present time six endowed secondary schools, and it is a county with an area of 452,218 acres and a population of 418,000.

4521. Does the fact of the proximity to the Metropolis produce an effect on the county?—That is one of the most important things connected with the county of Surrey. I may say that it is not possible to understand the present or future action of the county council with regard to education without considering that factor. The people in the old Surrey, before the Local Government Act, which as you know included a very large population of South London, considered London their headquarters; they sent their children to London for school purposes, and they dealt in almost every way entirely with London; the interests of what I may call the wealthier population of Surrey were entirely in London, and there they founded such charities as they did found. At the present time a very large number of them spend their charity funds for the relief of distress in South London, and not in the administrative county of Surrey. In other words, and as part of the same question I would point out that the whole county of Surrey is studded with London charity institutions, and not only charity institutions, but asylums, prisons, and so on, connected with London. Hence the great difficulty that the county council had

to meet in all respects—I am not speaking of education alone—"was to carve" out the administrative county. It was like carving out a Balkan State. The people of the old Surrey looked upon Surrey as being concentrated round the Session House, Newington, and Kennington Oval. We had to do away with that idea altogether. We had to found an administrative county and manufacture a feeling of county unity, and we have had to keep that in view in all our dealings with education as well as with other matters. It is on account of the fact that the administrative county is newly manufactured that we are so badly off for secondary schools. There were a considerable number of schools in South London that used to be to a certain extent considered to serve the purposes of the county.

4522. But if you can get possession of the funds of the charities to which you have alluded, you think something will be done towards assisting you in that respect?—Yes. If we could get possession of those charities we could found schools which would accommodate about 660 children in the county. As a matter of fact, I have calculated that we require additional accommodation for about 2,000 boys and 1,100 girls. The money that would be derived by about a three-farthing rate with the money in our present fund would about put us straight all round.

4523. In addition to the beer money or three-farthing rate and the money you could get from these charities, you would be able to supply what you consider is the necessary amount of Secondary Education in the county?—Yes.

4524. (*Dean of Manchester.*) But you cannot hope to get all the charities, can you?—My proposal was that some legislation should give us the whole of the charities.

4525. Are the schools, such as they are, pretty well distributed?—No, they are not; they are badly distributed. There is only one public secondary school for girls.

4526. Where is that?—At Kingston-on-Thames.

4527. Do you not think that the consideration of transit to London affects this question at all?—I do not know that it does. It affects it to a certain limited extent. I know there are a certain number of boys who go from Richmond to the Godolphin School at Hammersmith outside the county, but they have to pay their travelling expenses as well, so the poorer classes are practically excluded.

4528. What is the nature of the poorer classes at Richmond?—The poorer classes in the county of Surrey are, what is commonly called, the lower middle class, that is to say the small shopkeepers, clerks, and so on.

4529. A very impecunious class often?—Very impecunious, and we think, one of the most deserving classes.

4530. (*Sir Henry Roscoe.*) And they cannot get the education at present?—They cannot get the education at all at present. I should like to point out in this connexion, also, that as regards the establishment of new schools we have a dead weight of public opinion against us, so to speak. I will not say against us, but we have had to get over the fact that no one in the administrative county of Surrey was accustomed to education at all above the elementary stage. We found when we started work there was only one chemical laboratory in the county; we found that there was only one public school of art; we found there were only six continuation schools and not a single manual class; we found not a single school for the evening education of women, and no agricultural education of any sort whatever. Science was only taught in some half dozen or so of the elementary schools. Elementary teachers qualified to take drawing in their own schools were very scarce. For the last two years we have had a number (nearly 150) of elementary school teachers getting their "D" certificates at the county council drawing class because they had not got them before. The whole condition of education above the elementary stage was so deplorable that we have had to get over the dead weight of that opposition, so to speak.

4531. What steps have you taken to ameliorate that condition?—If I went into that fully I should detain the Commission a very long time.

4532. May we take it shortly that the county council have made efforts to repair those defects?—Yes. I will just read the headings of our last budget. On the continuation schools, 1,000*l.* was spent; on secondary schools proper, 2,200*l.*; on scholarships and exhibitions, 3,450*l.*; on schools of science and art, 1,000*l.*; on evening classes for women, 1,200*l.*; on classes for commercial instruction, French, German, shorthand, book-keeping for clerks, and so on, 800*l.*; instruction in horticulture and agriculture, 1,100*l.*; on the college at Wye and the dairy attached to it, 2,050*l.*; on the class for manual instruction, 2,000*l.*; on the technological classes, 3,000*l.*; and then miscellaneous, about 1,500*l.*

4533. Your total income from that source being what?—16,650*l.*

4534. (*Dean of Manchester.*) You spent all your money?—We have spent all our money. In fact, as I showed in the return I have sent in to this Commission, we are spending more money than we have got. I have not much doubt that before many years are over—I should say, probably, in about two years—we shall have to raise a rate.

4535. (*Sir Henry Roscoe.*) What will be the effect of this step you have taken, and the work you have done, on general as distinguished from technical education?—That is a matter which we consider rather important. It was put to us as a matter of importance by the educational authorities when we started our work, that the effect of the rapid spread of technical education in its widest sense, so as to include science and so on, would be to check general education. We have endeavoured not to check general education, that is to say, we have given our aid to our secondary schools in such a way that it may set free certain of their funds, which they had used previously in technical education, for the support of their general education, so that the school was strengthened all round, although we had only legal power to assist one part of the education in them.

4536. That enabled you to improve the other portion to which you had not the right, under the Technical Act, to give assistance?—Yes.

4537. And that has been a satisfactory result?—That has been a satisfactory result from the point of view of those who are very competent to judge. The headmasters of our public secondary schools have all borne very strong testimony to the good that their school has got in every point of view from the assistance that has been given.

4538. (*Dean of Manchester.*) And from your point of view there is not quite so much mischief as we have heard of in other directions in the present distribution of the money?—Not if it is wisely used. Not if those who are controlling the money have the interests of general education at heart as well as technical education. I will give you one instance. At Guildford we found that a sum of about 150*l.* a year was being used in various ways for science instruction in the school. Knowing something about that subject, I was entirely dissatisfied with the way the science instruction was carried on, and so we decided to give them 250*l.* a year to appoint a good science master, with the result that that 150*l.* was passed over to giving better salaries and getting better men for the non-technical subjects. We relieved them on that side and allowed their fund to be concentrated on the other.

4539. (*Sir Henry Roscoe.*) What in your view should be the nature of the new schools that are required to be established?—As far as we have gone we have generally proposed that they should be what the Charity Commissioners call second grade schools with a first grade top. The new schools founded will be second grade schools, chiefly modern side, that is to say, that the modern side shall be predominant, but that there shall be also in them a classical side which will go a little bit higher; that certain boys who wish for a classical education shall be able to pass or stay a little longer and pass a little higher up than the other boys, who would naturally leave between 16 and 17.

4540. As I understand you, no such school has been as yet established by your committee?—They are not absolutely built. The school at Merton is only waiting for the consent of Mr. Christian to the plans for the building to be run up. The whole of the schemes are cut and dried for a number of the schools.

4541. Have you any schools besides that at Merton on the stocks?—There is a school at Egham, and there is a school at Richmond for which we have got the consent of the town council and a gift of, I think, about 1,256*l.* Then there is the proposal, of which I have sent in some details, for the establishment of a girls' school at Carshalton. There is one school waiting for the consent of the Local Government Board to be established. Within a year, I should say, there would be four or five of them actually in work.

NATURE OF LEGISLATION REQUIRED.

4542. Have you any views to give to the Commission with regard to the legislation which may be necessary, in your opinion, to secure the permanence of the local taxation grant?—On this subject, I speak for my colleagues in the Association of Organising Secretaries. We all feel that the local taxation grant ought to be made permanent, and on that point, if I may be allowed to make a general remark, I would say that a very great many of what are popularly known as the mistakes of the county councils in the first year or so of this work were entirely due to the fact that they were under the idea that this grant was only for a year, and that, therefore, it must be used for temporary purposes as opposed to purposes of permanent utility. Of course, in a number of counties, it is necessary that the Legislature should say that this money *must* be entirely devoted to education. That is not necessary in the county of Surrey. The County Council of Surrey have always devoted it to education without any legislation being necessary, but in some counties it is necessary.

4543. You would be glad to see the grant made in the first place permanent and then compulsory, to be used for education purposes generally?—Yes.

4544. (*Mr. Cockburn.*) What does a penny rate over your administrative county amount to?—A little over 12,000*l.*

4545. And your excise money 16,000*l.*?—Yes.

4546. Then your total under the present law would be nearly 30,000*l.*?—Yes.

4547. Would that cover all the requirements you think you can see ahead of you?—Plus the charities. By using our borrowing powers for putting up buildings, we could do without the charities for a considerable time.

4548. Your sinking fund would have to come in for the repayment?—That is very small.

4549. Spread over 50 years?—Yes. We can borrow on very advantageous terms.

4550. (*Mr. Sadler.*) Before deciding where you will put a new school, have your had regard to existing private secondary schools?—I have sent in a return of the existing private secondary schools in the county of Surrey, which I am sorry to say is not so complete as it ought to be. But in every case we have investigated the circumstances fully.

4551. Do you allow the scholarships to be held at private schools?—That is illegal in the present state of the law.

4552. Would you like to have that altered?—That is a matter upon which there is very great difference of opinion. Under suitable conditions (if those "suitable conditions" were strictly defined) I do not think any harm would be done from an educational point of view.

4553. What conditions do you think would be suitable?—I think the conditions which will be laid before you by the witnesses on behalf of the Headmasters' Association are suitable. First of all, the registration of the buildings: it is absolutely essential that the schools shall be conducted

in sanitary buildings and buildings properly fitted with appliances for every class of instruction. Secondly, the registration of the staff, the headmasters and teachers, with full statement of their qualifications. Those are the main points. Thirdly, I should like myself to add, the publication of an annual balance sheet to show that the masters were paid on a satisfactory scale.

4554. You say that it is illegal for you to allow the scholarships to be held at private schools?—Yes.

4555. Has there been any definite judgment on that point?—Yes, the decision of the Science and Art Department, which was communicated to the House of Commons by the vice-president in September or August of last year, in reply to a question by Mr. Rankin.

4556. Has there been a decision of the Courts?—This was a decision of the law officers of the Crown.

4557. (*Mr. Yoxall.*) With regard to the 30,000*l.* which you contemplate as being placed at your disposal by the three sources of income, the local taxation grant, the rates, and the charities, what proportion would you advocate as desirable to spend in Secondary Education of the classical kind, as distinguished from Secondary Education of the technological kind?—I have not investigated that question at all. I am waiting till the money comes.

4558. Would you be disposed to devote any portion of the money at present at your disposal?—None.

4559. (*Dr. Wormell.*) With regard to the private schools, am I right in understanding that you would see no objection to their being included amongst the public schools of a district, as furnishing part of the recognised school supply, if they gave you evidence of their being properly equipped, and if the teachers were registered as being qualified to teach?—I should see no objection from an *educational* point of view; that is to say, that the children who would be sent there with scholarships would probably not suffer, or, if so, only a limited number of them would suffer until the school was found to be wanting. But if one found that owing to this assistance given in scholarships the headmaster or the board of directors were making a profit in excess of what they would have made otherwise, that profit being due to public money, I think from the point of view of general public policy it would be undesirable.

4560. Does the school at Cranleigh supply any of the wants?—No. The school at Cranleigh is a proprietary school, but it pays no dividend. It is absolutely restricted to the Church of England as regards the masters and the boys. It refuses to admit the conscience clause or anything similar to it. We cannot utilise that school. At present it does not supply the wants of Surrey. Few Surrey children, for some reason or other, go there. I believe that anybody having read the evidence of the 1868 Commission with regard to the school at Cranleigh and the favourable way it was spoken of there, would agree that if things there were investigated now they would scarcely bear these comments out.

4561. Because a change has come over it?—To some extent, and to some extent also because it has not kept up with the requirements of the time. I think, as a matter of fact, that no one acquainted with the method of teaching practical science would consider their laboratory anything like satisfactory.

4562. With regard to the local taxation grant, would you desire, in addition to its being devoted to education, liberty to use it in any part of education?—Not elementary education.

4563. But Secondary Education, including technical education?—Yes. I should like to see full liberty given to the local authority to use it.

4564. (*Mr. Yoxall.*) I thought you told me that you would not propose to divert any part to the classical side of education?—No, we should not do so in Surrey, but I should like to see full liberty given to any county

council if they desired it. In a county like Somerset I understand it would be exceedingly useful.

4565. (*Mr. Cockburn.*) Do I understand that you would take the whole of the excise money, the penny rate, and the charities and give it to technical education?—No, I say what we have at present; that is to say our local taxation grant.

4566. But Mr. Yoxall asked you with regard to your whole 30,000*l.*?—I did not understand it in that point of view. What money we have at present we devote entirely—

4567. That is correcting your answer to Mr. Yoxall?—Yes.

4568. (*Mr. Lyttelton.*) Is it your opinion that literary education does not want very much encouragement?—It does not want such immediate encouragement in Surrey. I think it does want encouragement, it wants very great encouragement, but it is not so pressing a matter in a county like Surrey as the other.

4569. Do you think that a sufficiently large number of boys go from these schools to the universities at present?—Do you mean from our present secondary schools.

4570. Yes?—As a matter of fact I think very few go to the universities, but several go to colleges, such as King's College and University College, and the City of London Technical Institute, and some of them will go to the college at Wye. The boys in the county of Surrey who go to the universities, who are of course the sons of wealthier parents, come from the more expensive schools, like the medical school at Epsom, the clergy school at Leatherhead, and the Charterhouse School at Godalming.

4571. (*Dean of Manchester.*) You spoke of the conditions under which you would consider private schools to be counted as amongst the provision of Secondary Education. You did not mention inspection?—No, I took that as granted. I would naturally inspect all schools. It is part of my ordinary duty.

GOVERNING BODIES, DISTRICT AND LOCAL.

4572. (*Sir Henry Roscoe.*) Now, with regard to the question of governing bodies, both district and local. Section 1 (1) (e) of the Technical Instruction Act of 1889 gives power to the local authority to be represented on the governing body of the school or institution aided?—Yes.

4573. What remark have you to make with regard to that portion of the Act?—I have to remark that that particular provision as regards secondary schools, that is to say, schools in which there is other education than what would be called technical given, is practically useless. The first thing that struck us about aiding the secondary schools was this: supposing we aid them and put on our governors in accordance with the provision of this Act, the general body of the governors of the school when they come to elect a headmaster, or deal with an important matter of that sort, will say to our governors: "Gentlemen, this is not technical instruction; we do not want you here," because they will only be representatives for technical instruction purposes. Secondly, before we took up any scheme at all, we went to the Charity Commissioners and said, "We want representatives of the "county council to go on the governing bodies of the whole of the "secondary schools of the county. We make certain proposals, and we "want them to go on under your schemes *for all purposes.*" The Charity Commissioners and the school governors and trustees all readily consented.

4574. And at present as a fact members of your county council do actually sit on the governing bodies of those schools?—Yes.

4575. But they would have had a right to refuse you?—Yes, they would have had a right to refuse us, but they did not as a matter of fact, because we offered at the same time a sufficient aid to induce them to take us. We said: "If you will take our governors on the schools we will aid you on "such and such lines."

4576. (*Mr. Cockburn.*) They only took your governors because they took your money?—I do not know about "only," but there was no objection raised anywhere.

4577. (*Sir Henry Roscoe.*) And has the effect of this been satisfactory in Surrey?—As far as we can say we have had no complaints. I may say that certain headmasters of the secondary schools in Surrey have told me repeatedly that the county council governors that were put upon their schools have been the making of their schools from many points of view; that they brought in different influences from the influences of the general body of governors, and assisted the headmaster in certain schemes that could not be brought about with the old governing bodies.

4578. What have you to say with regard to the proposed representation of educational authorities on local governing bodies in addition to what you have told us?—I understand that there are various proposals before the Commission as to what should be done with regard to forming the governing bodies of new schools. We take it for granted that under any circumstances the actual local county council or its representative district authority cannot be the governing body of any school. There must be an independent governing body; each school must have its, more or less, independent local governing body under the district authority.

4579. In what way would the county council influence such a governing body?—On that body the county council would have a certain number of representatives. But we feel that there ought to be representatives of educational authorities upon that local body. We should like to see representatives of the universities. I think this important. And we should like to see representatives of such bodies as the Headmasters' Conference and the Headmasters' Association if that could be managed, but the Charity Commissioners see difficulties with regard to that.

4580. (*Mr. Yoxall.*) By the local governing body of each school you mean the committee of management of each school?—Yes.

4581. And this district body could be, in your opinion, the rating body?—Yes. I wanted to say a few words about the position of the district body, because it appears to me to be practically the key to the whole situation.

4582. (*Dean of Manchester.*) What do you mean by the district body?—As far as my evidence goes, I consider that the county council is the local authority which would appoint the district body.

4583. (*Dr. Wormell.*) Do you mean the district body under the county council?—Yes, the district body under the county council, the district body being practically a committee of the county council.

4584. (*Dean of Manchester.*) A sort of technical instruction committee, or at least on all fours with it?—It would be rather a hybrid committee more in the nature of the London committee or the Somerset committee than my own committee. I think it is very important that the district committee should be practically the rating body. If it is a committee of the county council; the county council would have power to delegate all its functions to it, except the power of raising a rate, but they would give it the rate, and consequently it would be practically the rating body. It appears to me that any legislative proposal for rate-aid must be permissive: it must say the local authorities *may* raise a rate. I do not think there is any possibility, in my lifetime at least, of ever seeing an authority from the Legislature that they *shall* raise a rate. If you give to local authorities the power to raise a rate, they will not do so unless they have practically the control. We should strongly resent having a precept put upon us to raise a rate, and I think similar bodies would naturally object to it all over the country. But if the body is practically a committee of their own, the councils would not feel any compunction on that score, and I think they generally would raise the rate.

4585. (*Dean of Manchester.*) How is it there has been no trouble in the country about precepts from the school boards?—Because their education is compulsory.

4586. (*Sir Henry Roscoe.*) And you would like it to be compulsory in the other case, but you do not think it is possible?—I think there is no chance of getting a compulsory Secondary Education Bill through the House of

Commons; but elementary education is compulsory, which appears to me to make a considerable difference. Then, in addition to that, another argument is the importance of using everything that exists, the existing area, the existing administrative body, and the existing electoral machinery.

4587. You would wish to see as much as possible of the old machinery made use of?—Yes. I think the evidence which was given as to the composition of the provincial authority, in the 1868 Commission, on pages 637, 638, 640, 641, 642, fully recognises the fact that it should be a county area, although at that time they were dealing with disorganised counties.

4588. (*Mr. Cockburn.*) Would you make the district body a composite body of something more than the county council committee?—I think the county council should be empowered under the Act to appoint a committee.

4589. A committee of themselves?—Not necessarily. I do not think any harm would be done if the Act said the county council shall appoint a committee composed, say, of three quarters of themselves and one quarter composed of others.

4590. Would you make that compulsory?—This is my own opinion, mind. If they appointed a committee, I do not think any harm would be done by appointing a committee of that sort.

4591. (*Sir Henry Roscoe.*) In the proportion of three quarters to a quarter?—Take a majority of the ratepayers' representatives. But a bare majority is seldom of very much use.

4592. (*Mr. Cockburn.*) Would you leave them untrammelled or compel them to be under the county council?—I think the county council ought to delegate all powers to that body.

4593. And leave them free?—Yes.

4594. Do you think the county council committees at present existing are unable to deal with the details of the various districts?—I think the county council committees at present existing could deal with them efficiently. But granting what I propose would meet opposition.

4595. Speaking for yourself and the gentlemen you represent, are you finding all over England that the committees of the county councils are themselves very distinctly attending to this work, or are they handing it over to the permanent officials? Do you find that they have time themselves to take an interest in and keep supervision over this work?—We, as permanent officials, find that they take too much interest in it. They keep an exceedingly strong hand over us. I think I may say that any organising secretary who has a large programme to carry out, practically almost carries about with him his dismissal in his pocket.

4596. How many members on your county council have you in Surrey?—The county council consists of 70 odd members and the committee consists of 14, all members of the county council.

4597. And have they to perform all the other functions of a county council?—Yes.

4598. As well as the educational ones?—Yes.

4599. They are expected to attend all the committees, or, at any rate, such committees as they are appointed to?—Yes.

4600. And their constituents expect to be represented in all county council affairs?—I do not think so. Except at Richmond, there is no feeling of that sort among the constituents. Every man is sent up to represent the county, not to represent a district, and they have absolute confidence in each other, even if they are not on that particular committee. They all know each other personally and privately as well as in public life. They have been accustomed to work together in public, and there is no such feeling as is suggested.

4601. (*Dean of Manchester.*) Do you apprehend that the class of people who would be likely to seek election on county councils might be likely to feel that they had some particular qualification for this kind of work?—I think so. I think that when the educational work is more developed, we shall probably have a larger proportion of men like Mr. Kitchener of Staffordshire; these will be more largely represented, not perhaps so much as councillors, but more probably as aldermen.

4602. (*Sir Henry Roscoe.*) You have found no difficulty in your council with regard to the capability of members of your committee to undertake the work and carry it out, have you?—No, not at all. Members of my committee, however, always welcome assistance from every quarter.

4603. (*Mr. Lyttelton.*) Do they get much assistance from teachers?—We always get assistance from the headmasters of secondary schools on every point connected with secondary schools. I am in constant communication with them.

4604. (*Mr. Cockburn.*) I take it that your committee would not like to be troubled with elementary education, would they?—No.

4605. Therefore you think that the line between elementary and Secondary Education ought to be a sharp line of division?—Yes.

4606. And you think elementary education should be left to school boards and school managers?—Yes.

4607. You would take all the rest?—Yes. We are quite strong about not touching elementary education if we can help it.

4608. (*Mr. Cockburn.*) How would you expect there to be any sympathy or accord between them? What is the linkage between them? One must hang upon the other to some extent, must it not?—The linkage must be the natural linkage of scholarships.

4609. You think that is all that is required to connect one with the other?—That is the natural linkage.

4610. (*Mrs. Bryant.*) Would you not have school board representatives on the district authority?—I should not in Surrey. We have 20 little school boards, and three parts of the county is covered with voluntary schools.

4611. Should they not form a constituency to elect members on the district board?—I think the school boards would not work together with the voluntary school managers. I do not mean to say it would not be a desirable thing if it could be managed—that is if you could get a representative from the managers of the general elementary schools. But I do not think they would work together. The feeling is very bitter.

4612. What outsiders do you contemplate having in the district body together with the county councillors. How would you make up the remaining quarter?—I went through this question, I may say, very carefully with one of the Headmasters' Association representatives. Those that I would like to see on the district body would be certainly a representative of the central body if there be one, and a representative of the Crown, or better still, I should prefer an assistant Charity Commissioner or some one of that kind, with special qualifications, who need not necessarily have a vote. Of course I am not speaking of county boroughs, where I assume that school boards would have a very large representation. In a county like my own I should like to see a representative of Head masters' Conference and the Headmasters' Association, and a representative of university colleges, if we had any. So far as we are concerned our university colleges, that serve the county are King's College and University College, London, that is to say, our boys who want education of university rank go there, so I should like to have a representative of one or other of them.

4613. You have not mentioned a representative of girls' schools?—I ought to have included the Headmistresses' Association. Of course I naturally should.

4614. Do you think there would be room for all these outsiders out of the one quarter?—Yes. You see I have only really mentioned four.

4615. (*Dr. Wormell.*) You have mentioned the county council as the dominator, so to speak, of this district body. You would have the county council charged with the calling together and the arranging of this body?—Yes.

4616. Would not the same purpose be answered, seeing that the county council is to delegate its powers as regards education to this body entirely, if the body were appointed by statute and the county council called upon to send its representative?—No, that would not get over the rating difficulty. The county council is the rating authority, and the county council is bound to have a veto on the amount of rate raised.

4617. I thought you said that this body is to settle the rate?—No, it is to have all the powers except the power to raise a rate and borrow money.

4618. Would you put the Charterhouse School under this body?—The schools which I think Mr. Acland has described as "national" schools as opposed to "local" schools, I do not think at present can be dealt with by these district bodies.

4619. I thought you said that the Charterhouse School served the purposes of the county?—Of the wealthy inhabitants.

4620. In that respect it fulfils a double purpose, if it performs that function as well as being a "national" school?—Yes.

4621. Would you on that account give to the district body an interest and influence in that school?—I think the county purpose it serves is so infinitesimal as compared with the "national" purpose that it does not matter.

4622. (*Mr. Lyttelton.*) Are there any day boys at the Charterhouse?—I think not. There may be a few, but I do not know of any.

4623. (*Mr. Sadler.*) Would you bring the Charterhouse into some relation with the central department?—If the central department were formed, I think it would probably be in some relation or other with it.

4624. But, failing that, you would leave such a national school as that outside the system of organised Secondary Education?—I believe we should have to.

4625. Would you deplore the necessity?—I will not say that I should deplore the necessity. I do not think I am competent to give an opinion.

4626. But *primâ facie* you would think it undesirable?—I would not go so far as that. I am not sufficiently acquainted with schools of that type.

4627. (*Sir Henry Roscoe.*) With regard to the question of governing bodies or the constitution of the educational bodies, not the governing bodies of schools but the general governing bodies, would you be satisfied with such a suggestion as this: that they should consist solely of members of the county council plus one or more inspectors or experts paid by them but having a vote with the members of the county council?—Yes.

4628. And not having any representation of external bodies except these?—I should be satisfied personally, but if it were necessary, to conciliate opposition, to put on outside bodies, I should not object.

4629. Then you do not put these representatives of outside bodies on from an educational point of view, but rather with the idea of conciliation?—Yes. I want to try and see a workable scheme, something that will get through the House of Commons, so to speak.

4630. You have no objection to the other scheme provided it could be made workable?—No, no objection at all.

4631. (*Mr. Lyttelton.*) On the question concerning the relations of Primary and Secondary Education, is there any secondary work being done by the school boards?—No, no attempt.

4632. (*Dean of Manchester.*) You say on your précis that you have an objection to an election *ad hoc*. Would you, as briefly as possible, give us the rough ground of your objection?—The rough ground of my objection is this. I think it was very fully stated by the last Commission, that the general body of electors are not sufficiently educated to vote on an educational issue. You may call it an educational issue, but you will not get them to vote unless you bring in political or religious feeling. You must bring that side in or you will not get your voters to come up to the poll.

4633. (*Mr. Sadler.*) Do you wish this body of outside representatives which you would add to the county board to be chosen by the members of the county council or its board, or elected in any way by outside authorities?—I do not think it is material. As a matter of fact, for instance, the representative of the Headmasters' Association would be, probably, the same man whether we appointed him or allowed the Headmasters' Association to appoint him.

4634. But you would not object to outside authorities appointing *ad hoc*?—No. It is going before the electors that I object to. There is another matter which I do not think has been before the Commission in this particular connexion, namely, the value, from the economic point of view, of utilising this particular machinery. You have at your disposal the whole of the staff of county officials. At the present time on all matters dealing with sanitary questions I can get the advice of our county medical officer: on the plans of schools I can go to the county surveyor, and get his opinion. Then I get legal opinions on matters connected with the purchase of land from the legal officers, and I get much of my account keeping done by the treasurer.

DIFFICULTIES IN THE WAY OF COMBINATION OF COUNTIES.

4635. (*Sir Henry Roscoe.*) With regard to the difficulties in the way of combination, I think you have already made certain arrangements with the neighbouring county of Kent for the purpose of founding a really high-class Agricultural College at Wye?—Yes.

4636. Will you tell us very shortly what you have to say about that matter?—I understand that there have been certain proposals before the Commission for grouping counties, or cutting up counties, and putting a piece of one with a piece of another, which is a different form of grouping, more or less. I should like to mention the extreme difficulty of the negotiations for bringing about the establishment of the Wye College. If there had been any compulsion in the matter, if any law had stated that Kent and Surrey should combine, they never would have combined: they would have used the money in other ways and fought the project tooth and nail.

4637. Is there a great deal of county feeling?—Yes, as a matter of fact the original memoranda of the scheme, which were drawn up by me, set forth that the counties of Surrey and Kent and East and West Sussex should join. We were negotiating with them for more than a year, and the negotiations were of the most delicate character. They meant constant visits to the various members of the committee. The chairman of my county council took infinite trouble. He went down to the East Sussex County Council to interview members and try and get them to join the scheme, but ultimately East Sussex and West Sussex went out. With the greatest care we were able to keep going with Kent, and our relations now are of the most harmonious character.

4638. Would you propose that there should be any compulsory powers given?—No.

4639. Would you leave it to the good feeling of the different counties to join in such schemes as they should think conducive to the general benefit?—Yes, perhaps the Commissioners have had evidence of an instance of various counties joining for the formation of a central dairy institute, Derbyshire, Leicestershire, and Lincolnshire, and parts of other counties have had negotiations for some time; and several county councils have fallen out from the scheme because of that particular feeling of wanting to

get things into their own county. As a result the number that will actually join is reduced to three or four from about six.

4640. Then you are generally in favour of keeping the divisions as they are for educational purposes?—Yes.

4641. Can you give us any opinion on the suggestion that has been made that the counties are in many cases much too small, and that it would be better to divide England into 12 educational districts independently altogether of the county councils. Would that suggestion meet your acceptance?—No, you would destroy the essence of the whole thing, which is the county feeling of pride in its schools and the feeling of the unity of the whole of local self-government.

4642. Do you think that that feeling will act beneficially in the case of Secondary Education?—I think that feeling is quite as important as the feeling of Welsh nationality, which has aided education there.

4643. Have you any remark to make with regard to the difficulty in the way of combination between counties and boroughs?—Yes. I know that strong evidence will be given before the Commission, if it has not been given already, to the effect that county boroughs ought to be compulsorily included in their counties for the purpose of Secondary Education. I think that the same objection applies to that. We are on most harmonious terms with the county borough of Croydon at the present time. We have the joint use for various purposes of their polytechnic. We send our students from a large neighbourhood to their polytechnic for instruction. But that is simply because it is a voluntary arrangement. If there were any compulsion in it, I know that the officials would object to it. And there is one very important point in that connexion. That is that the county councils are not in the same association for any purpose as the county boroughs. The county boroughs belong to the Municipal Corporations' Association, whose chief business it is, apparently, to fight the county councils, and I should say that any proposal for compulsory grouping of county boroughs and county councils would be fought by that association, and probably fought successfully, in the House of Commons.

4644. You would leave things as they are?—Yes, I would leave things as they are; I think as time goes on, a county council with a good policy would gradually get the neighbouring county boroughs to aid in certain school schemes.

4645. (*Dean of Manchester.*) You are speaking chiefly of agricultural counties, I suppose?—Yes.

4646. I have no doubt your opinion would be fortified immensely by seeing the feeling there is in the great centres such as Manchester. They would resist to the last?—I know the feeling in Lancashire and Yorkshire very well indeed.

4647. (*Sir Henry Roscoe.*) Now will you tell us what you have to say with regard to the area, the nature of the population, and the facilities of communication?—That is practically on the same proposal of dividing England up into certain large groups, and so on. Some of those proposals, as I understand them, have been to deal with the matter simply by population. I do not think that this is at all fair in any matter of local government. I think you must consider not only the number of the population, but the nature of the population, and whether it is a homogeneous population, or whether it is partly agricultural and partly urban. For instance, take a county like Cornwall, with a large area but a small population. Why should Cornwall be grouped with Devonshire, in order to make up the population of a county as large as one in the Midlands. Those who live further away from the seat of Government (as has been laid down by Mr. Gladstone's representation and treatment as a matter always to be considered) must have special communication given to them. If there is bad communication, and if they live a long way from the schools or groups of schools, that matter should also be considered as well as mere population.

4648. But whilst you would not insist upon any compulsory combination between counties and county boroughs, you would consider that voluntary combination in many cases, as for instance for scholarships and other purposes, is advisable, and is to be recommended?—Yes; I consider that voluntary combination should be encouraged in every way. We find that it can be worked. At the present time the county of Middlesex sends its scholars to Tiffin's School at Kingston, and Hampshire sends its scholars to Farnham School.

4649. In each of those cases do they pay capitation fees?—Yes.

4650. They are not admitted free?—No; the scholars pay by certain arrangements a sum which practically pays for the education of the scholar. *

4651. And thus they help the school, instead of its being a drain upon your resources?—Yes; as a matter of fact all the way along the Thames the same thing happens in our evening classes. Middlesex has very few technical education centres along the banks of the Thames. We have good ones, and they pour the students over, but we make an arrangement that they shall not come in on the same easy terms as ours, they pay practically double; but they are willing to do that to get the advantage.

4652. Should such an arrangement be left to mutual understanding, or do you think such a matter ought to be made compulsory, so that any scholar coming from another district should be made to pay?—Yes, I think so. I think it ought to be put in a Bill, drafted for the purpose, that the local authorities which possess the school and in whose district the school is, should be allowed to make regulations for a higher fee than the county's own students pay. As a matter of fact the Charity Commissioners cannot do that, or do not do it in many of their schemes at the present time. They put in a clause that no difference in fee shall be made on account of the place of residence of a scholar.

4653. In Manchester, for instance, scholars come to the technical school at a low fee from districts which have also their technical schools, but yet the districts do not in any way contribute more than Manchester itself in the way of payment of these fees for the students?—I think that is scarcely fair to Manchester.

4654. You think that some arrangement which you contemplate ought to be made compulsory?—I think the body which supports schools ought to be able to recoup itself from outside students.

CENTRAL AUTHORITY.

4655. (*Sir Henry Roscoe.*) Now with regard to your central education board, will you tell us shortly what your views with regard to a limitation of powers are? Are you in favour of having such an educational board?—I think myself that a central education board is unnecessary, at any rate, that which is generally considered a central education board.

4656. You represent in this, then, the feeling, not of your committee, but of yourself?—I know my committee feel that the less we have to do with the Government departments, the quicker we get through our work. The Local Government Board itself cannot hold its inquiry for us to borrow money until a long time after we send in applications. Any Government department which had supervision of a large scheme of this sort would be in the same position unless it made such calls upon the Treasury officials as the Treasury would not be willing to meet. If there is to be a central body I think the proposal made by the last Commission, that its duties shall be (*a*) to receive schemes from provincial authorities, (*b*) to alter the incidents of endowment, and (*c*) to inspect ought to be the limits of its powers.

4657. Would you like an inspection from the central authority?—I believe if the central authorities placed good inspectors at our disposal it would be satisfactory. We feel that the 13 new inspectors of the Science and Art Department are going to be of the greatest use to us.

* I am informed that at Kingston, *at present*, the Middlesex scholars pay the same as Surrey scholars.

4658. Would not a system of inspection tend generally to erase anything which is found to be rather inefficient?—Yes, I think it would be very valuable, but I do not think you want to create a new department for the purpose. I think, for instance, that the educational side of the Charity Commission, to a certain extent re-organised, and given a large staff of efficient inspectors, would do all that we want.

4659. Would not Her Majesty's Inspectors of Schools, or persons like those, actually appointed by the Education Department, be the kind of persons you would desire?—No, I think not. Even for such an elementary part of the work as science inspectors in continuation schools Her Majesty's Inspectors do not all feel themselves to be competent.

4660. You are aware that inspectors have been appointed for the purpose of inspecting science schools?—Of course such men could be used, but I should prefer men in no way connected with the Department. The last Commission recommended two central authorities, one which would be entirely composed of educational experts, representatives of universities, and so on; and joint boards of colleges, headmasters and provincial authorities. I should like to point out that we have at the present time certain joint committees which have been formed by the Headmasters' Conference, and the Headmasters' Association for scholarship purposes, bodies which, with slightly enlarged powers, would be competent to do that work without bringing in new machinery. There is one more objection which I should like to put forward with regard to a central board. It has been proposed that there should be a minister of education at the head of it. Everyone I have come in contact with in reference to this matter feels that it would be probably one of the worst things that could happen to Secondary Education if you had the same minister for Secondary Education as for elementary.

4661. In what way do you think it would affect the question?—Elementary education, at the present time, is practically the sport of political and religious parties, and a great deal of odium generally attaches to the man at the head of it on account of his connexion with it, and that odium would be reflected on Secondary Education, if you had the same man.

4662. You wish to see Secondary Education kept absolutely free from disturbing influences?—Yes, I wish to see Secondary Education kept perfectly free from political influences of any sort, directly or indirectly, from top to bottom.

4663. (*Dean of Manchester.*) You do not anticipate anything of what is called the religious difficulty connected with it, do you?—No. Nothing of the kind.

4664. Therefore, would you set aside altogether any teaching of a religious character?—Not at all. I am glad you have asked me that question, although I had not put it down. In the school that we are founding for girls at Carshalton, we have tackled the question. There is a school there called the High School for Girls, which is practically under the presiding authority of the Rev. T. W. Sharpe, C.B. He has financed that school, and carried it on at a loss under a board of governors for years. He has actually lost 70*l.* or 80*l.* a year. At present it is strictly a Church of England School. We have agreed to take it over with a composite governing body. My council say, "Pay no dividend; adopt "a conscience clause; one hour each morning may be set apart for "religious instruction, which shall be given in separate class rooms by the "ministers of the different denominations."

4665. (*Mr. Lyttelton.*) Ministers coming from outside?—Yes. At present on the governing body there are clergymen as representatives of three parishes, and they cordially agree to that proposal.

4666. (*Dean of Manchester.*) Then there is no teaching on the part of the teachers?—No. It will be in the hands of the neighbouring clergymen.

4667. (*Mr. Lyttelton.*) In the matter of the central board, your objection would not apply, supposing provision were to be made for a considerable

devolution of power to the local authorities, would it?—I think it would. A scheme which had passed the local authority, a general county scheme, for instance, like one of the Welsh county schemes for providing local education in the county, would pass into the hands of this central board. It would be opposed possibly by certain vested interests in the House of Commons and the House of Lords. The Minister who would have to defend it would the day before, perhaps, have had to meet an attack from the friends of voluntary schools or the friends of board schools, as the case might be, and the odium of that attack would still be upon him; he would still be a marked man, though the subjects had nothing whatever to do with each other.

4668. But you are excluding all participation in Imperial funds, are you not?—No. Not at all. We use Imperial funds at the present time.

4669. How can Imperial funds be used without there being a representative of Parliament on the body?—We get the Imperial funds for the relief of local taxation.

4670. (*Dean of Manchester.*) Is there to be anybody in Parliament who can be called upon to state his responsibility, and how far he has been discharging it?—Yes. We are prepared to admit that if there is a responsibility there ought to be someone like a fourth Charity Commissioner, preferably two of them, one in the House of Commons, and one in the House of Lords, but not identified with politics.

4671. You would like to have a permanent Minister, and not one going in and out with ministries?—Yes. Quite so.

SCHOLARSHIPS. 4672. Have you anything to say now with regard to scholarships?—On the subject of scholarships, I should like to mention one or two points that have come before me in the educational literature of the day, so to speak. The scholarships which give entrance to secondary schools are, perhaps, the most important class of scholarships; these of course I think ought to be attached to the elementary schools. They should be exhibitions from the elementary schools, not scholarships into the secondary schools, and should take from a large area by competitive examination into the various secondary schools. That class of scholarships has often had an objection urged against it that the scholars when they come into the secondary schools come into an educational atmosphere so different, that for some years they are not able to get over the difficulties, and that they cannot take the proper position for their age that they ought to take in connexion with their fellows in that school. As a matter of fact, for the last two or three years in connexion with our scholarships we have always consulted the headmasters of the secondary schools each year as to the progress which these lads, who have come from the elementary schools, have made in comparison with the other boys in the school, and whether they have had any initial difficulties to get over, and we have always found that after the first term or so they have found their level in all respects.

4673. (*Mr. Lyttelton.*) And do the masters make provision for the first term or so?—Yes. At the beginning they may be good in arithmetic and bad in something else, and for the first term or so there is a certain amount of difficulty which is got over by putting them in a special form for perhaps one or two terms.

4674. At what stage are the scholarships given?—The average age of the scholars is between 12 and 13; they are allowed to compete up to the age of 13. As a matter of fact, we are bringing the age down. We think it advisable that they should go in at a considerably younger age.

4675. What difficulty do you apprehend in the way of putting the age lower?—We do not apprehend any difficulty; we say it will facilitate matters; we say they will take their place very much better.

4676. You do not anticipate any difficulties on the part of the elementary schools, do you?—We have had a certain amount of opposition in

that way, but it is very small. It is not a matter, I think, that we need take into account.

4677. And you do not think that below 12, for instance, will be too young for you to select a promising boy?—No. I think if the examination is a proper examination you can select a boy certainly between 11 and 12. I am speaking as a schoolmaster, more or less, on that point.

4678. And you would make his selection entirely dependent on the papers, would you?—I would make his selection entirely dependent on the papers, but I am a very strong believer in the fact that there should be a paper of what is called "common facts and general intelligence" which is not necessarily a subject that the boy has learnt.

4679. May I ask what experience you have had in teaching?—I was seven years schoolmaster, first at Llandovery College, in Wales, and then at Exeter Grammar School.

4680. (*Mr. Yoxall.*) Would you allow the managers or the teachers to exercise a discretion as to which pupils should compete. Would you allow them a discretionary choice?—We do at the present time. We always consult the headmasters of the elementary schools, but not the school managers. We ask the masters to send us in the two best boys. That, of course, exercises a kind of preliminary selection and saves a great deal of trouble afterwards.

4681. Do you find that to work well?—Yes. We find that to work admirably.

4682. Speaking of the first scholarship winners, you say that after the first term or so they find their level. That is an ambiguous term. Do you mean that they have a level different from the rest of the school?—No, I mean quite the other way. Being specially picked boys, they come up to the level of the other boys of their age.

4683. (*Dean of Manchester.*) They come up to the same plane?—Yes.

4684-5. (*Mr. Lyttelton.*) Have you any poverty test?—No. We ask no questions. The only requisite is that the boys shall come from the elementary schools.

4686. (*Dean of Manchester.*) Do not the masters object to their being taken away?—No, they are proud of it. If you go into many of the elementary schools in Surrey you will see boards up with the names of the county council scholarship winners on them.

4687. (*Mr. Lyttelton.*) Is that welcome given to your scholarship equally prevalent among voluntary and board schools?—Just the same. As a matter of fact, with us the voluntary schools do rather better than the board schools. The fact that there are more of them, I suppose, is partly the reason.

4688. (*Dean of Manchester.*) Do they do better, or is it that there are more of them?—They come out higher in the examinations, because there is a larger field for them to choose from. That is speaking very generally, and I would not like to pin myself definitely on that point.

4689. (*Sir Henry Roscoe.*) Now, with regard to the leaving examinations and entrance to higher institutions, are you in favour of having leaving examinations throughout the country?—Yes, and on that particular point I want to put in the new major scholarship scheme of the Headmasters' Association. The minor scholarship scheme is worked by us in connexion with 10 or more other counties by the minor scholarship subcommittee of the Headmasters' Association. (*See Appendix No.* 6.)

4690. I understand that other counties have joined, and have a system of leaving examinations?—Yes, they have a system worked under the Headmasters' Association and a composite committee. It is a very representative body; it contains representatives of the secondary schoolmasters, elementary schoolmasters, one or two representatives of county councils, the secretaries of the local examinations, and the secretaries of the Oxford and Cambridge Joint Board. An examination of the character

of a major scholarship examination, that is to say, a leaving examination, for secondary schools is being now founded, and I have here the original proposal and the proposal in its final form, which I will hand in. Further evidence on this could be given by Dr. Scott.

4691. The object is to secure uniformity in the various bodies interested in the matter?—Yes.

4692. Will that gradually be adopted by the county councils throughout the country, do you expect?—Owing to the action of the Organising Secretaries' Association in calling a conference, we have induced several more county councils to join, and I have not the slightest doubt that it will be universal in a few years.

4693. Now, we come to the question of scholarships at proprietary and private schools?—I have had a few questions put to me upon that point, and I think I have dealt with it. As regards proprietary schools under suitable conditions as to inspection of school, registration of teachers, and inspection of the sanitary condition, and so on, scholarships ought to be made tenable there. The Girls' Public Day School Company pay five per cent. dividend, and in such cases I think that a provision ought to be inserted that if the dividend is six per cent., the remaining one per cent., or whatever the amount might be, should go into the general school fund, and should not go into the pockets of the shareholders.

4694. Then with regard to private schools?—In regard to the private schools of Surrey, I know that the effect of inspection of buildings and the registration of teachers would be the practical extinction of the whole lot. They are all what is known as cheap private schools, that is to say, they do not give a real Secondary Education.

4695. (*Dean of Manchester.*) They are academies, I suppose?—Yes, commercial academies.

4696. (*Mr. Lyttelton.*) How far has your investigation of private schools been a complete one?—The results of my investigation come to this, that there are expensive private schools which give an education which is of the proper cost of a Secondary Education, say, 12*l.*, and leaving a little over for the headmaster's profit, say 3*l.* That is to say, they give an education for fees amounting to 15*l.* Those are the schools which the previous Commission called "class schools." Those schools will always continue. Many of them do excellent work in coaching for various examinations, taking up backward boys, and preparing for big public schools. The average private school is a school which pretends to give Secondary Education for 4*l.* or 5*l.* There are private schools all over the country, which are simply carried on in small private houses; the school is conducted in the dining-room or the drawing-room, and in some cases there is a shed built out at the back.

4697. (*Dean of Manchester.*) To put it shortly, you find that some of the schools are not very well equipped?—Yes.

4698. (*Mr. Lyttelton.*) Would you say that any system of registration of teachers would deal with the difficulty of private schools satisfactorily?—If you ask me a question about registration of teachers, I am afraid I do not attach such immediate importance to it from that point of view.

4699. (*Sir Henry Roscoe.*) You attach great importance to an inspection of private schools?—Yes, great importance.

4700. You think that is more important even than registration of teachers?—It is important that first of all every private school should have its buildings registered and inspected; next, that the school should be under a regular inspection, and that the headmaster's and assistant masters' qualifications should be found to be satisfactory. I think that this is more important than an elaborate system of registration.

4701. There would be no great objection to do that, would there?—I do not think they could object. If they did not accept it, they would be snuffed out.

4702. Will you send us a memorandum containing what you have to say with regard to university extension in relation to Secondary Education?—Yes.

4703. Is there any other matter you wish to mention?—No.

(*Sir Henry Roscoe.*) We are much obliged to you for your interesting evidence.

The witness withdrew.

Adjourned to to-morrow at 11 o'clock.

FOURTEENTH DAY.

At Westminster Hall, Wednesday, June 13th, 1894.

PRESENT:

THE RIGHT HON. JAMES BRYCE, M.P., IN THE CHAIR.

The Hon. and Rev. EDWARD LYTTELTON, M.A.
Sir HENRY E. ROSCOE, D.C.L., M.P.
The Very Rev. The DEAN OF MANCHESTER, D.D.
The Rev. A. M. FAIRBAIRN, D.D.
Mr. RICHARD C. JEBB, M.P.
Mr. RICHARD WORMELL, D.Sc.
Mr. HENRY HOBHOUSE, M.A., M.P.
Mr. H. LLEWELLYN SMITH, M.A.
Mr. GEORGE J. COCKBURN.
Mr. J. H. YOXALL.
The Lady FREDERICK CAVENDISH.
Mrs. BRYANT, D.Sc.
Mrs. HENRY SIDGWICK.

The Hon. WILLIAM N. BRUCE, *Secretary.*

The Right Rev. The LORD BISHOP OF LONDON re-called and further examined.

PRIVATE SCHOOLS.

4704. (*Chairman.*) I believe it is your Lordship's view that amongst the differences between the position of education now and that in which it stood at the time of the Report of the Schools Inquiry Commission, one material point is the change in the character of the private schools?—Yes, the private schools are very different from what they were when we examined into them. They are very much better, and I should say, also, that they are very much stronger in their hold upon public opinion and in their chance of stability as educational institutions.

4705. Do you mean stability in the sense of the permanence and probable duration of individual private schools or in the permanence and duration of private schools altogether as a branch of the educational appliances of the district?—I meant both. I meant that there are fewer schools which are in a very doubtful financial position and liable to be given up at any moment, and the body of the schools is looked upon with greater respect by persons who know anything about education than in the time of our Commission.

4706. Would that remark apply both to boarding schools and day schools?—I think so. It is more truly the case with boarding schools perhaps than with day schools, but with day schools I think it is also true that the private schools are better than they were a good deal.

4707. I suppose it would apply more in the large towns than it would in the small towns of a country district?—Yes, it would, but there are a good many schools in the small towns and in the country districts which are, in my judgment, well worth keeping, and certainly they are in a better position than they were 25 years ago.

4708. We had evidence yesterday from a gentleman well known to your Lordship, Mr. Henry Lee-Warner, to the effect that in his opinion the private schools in the towns of Norfolk, excepting Norwich, were in much the same condition in which they were at the time Mr. Hammond made his report upon them to the Commission of 1864–68. But that of course may be an exceptional county?—Norfolk is in every respect an exceptional county, as I think anyone who reads through the Assistant Commissioner's Report would see. The character of the school was always rather determined by the choice of the parents, and the choice of the parents was a great deal determined by the attention paid to the comfort of the scholars rather than the attention paid to their education.

4709. I suppose it might be said that now somewhat more is expected by parents in the way of education from private schools than would have been expected in 1868?—Certainly, much more.

4710. And I suppose the qualifications and attainments of the teachers in private schools probably have also risen?—They certainly have risen.

4711. Should you think there was a larger proportion of university men among their teachers now than then?—I am afraid I cannot answer that question. I should think so, but I have nothing but a general impression to go upon. I have often made inquiries here and there upon the matter, and the general result of such inquiries has been that there are more university men than there were; but besides that, that those who were not university men were, on the whole, men of more attainments and more ability.

4712. Would your remarks apply to the case of girls' schools as well as boys' schools?—Girls' schools have been altered very much indeed, a good deal by the action of the Girls' Public Day Schools Company, and the general desire to educate women more than they used to be educated.

4713. So that, on the whole, you would be disposed to think that boarding schools, both for girls and for boys, have risen since 1865?—I should say very much risen.

4714. And those remarks would apply *a fortiori* to proprietary schools?—Certainly they would apply to proprietary schools. I do not know whether I can say *a fortiori*, because the proprietary schools were better, as far as they existed, when we inquired into them than a good many of the private schools.

4715. I was referring rather to the fact that, particularly as regards the case of girls, a new class of proprietary schools has sprung up, such as those managed by the Girls' Public Day School Company, which did not exist at all in 1868, either as giving education themselves or as setting an example to others?—Yes, that is true; a large number of schools has grown up, and very good work they do.

4716. Would you say that private and proprietary schools have now a somewhat greater element of public character than in 1865?—Yes, a great deal more.

4717. In 1868 even there were a good many proprietary schools, such as Cheltenham and Rossall—half proprietary and half endowed; but apart from those the class of proprietary schools would be relatively more important and bear more of a public character now than then?—They are very much more of a public character. They still have one thing

which distinguishes them necessarily from the public schools, that they rest in some degree upon social distinctions.

4718. How do you conceive that the problem of making adequate provision for Secondary Education everywhere is affected by this improvement in the character of private and proprietary schools?—I think that in any proposals for a general system of education it would be wise to recognise the existence of private and proprietary schools, and to allow them a certain place in the system. For instance, it will be necessary, if you create exhibitions from the lower schools to the higher, that a great many of those exhibitions shall be such as to allow the holders of them to go to a place of higher education than that in which they had previously been; and I think that, provided the private and proprietary schools submitted to inspection and examination, it ought to be in the power of the local authority to allow the exhibitioners to go to those private and proprietary schools.

4719. Is that to say exhibitions from schools corresponding roughly to what would have been called in 1868 the second and third grade secondary schools. Is that your Lordship's meaning?—No; I meant more than that. I meant also exhibitions from elementary schools. For instance, into the secondary schools, and so all the way up.

4720. That whatever exhibitions, in fact, there were, which were only tenable at a secondary school, excluding for the moment universities, should be tenable at private and proprietary secondary schools as well as at endowed schools, subject to the conditions which you have indicated?—Yes, I think so.

4721. Would you explain more fully what you understand by the terms inspection and examination?—I mean by inspection that if you had an inspector as a necessary member of every county council, it would be his duty to inspect all the secondary schools within the district periodically, and that the private and proprietary schools must submit to that inspection if they were to be recognised as part of the system of Secondary Education; and, further, I think it would be necessary that there should be an examination of the scholars in the schools annually, and this examination should extend to private and proprietary schools as well as to endowed schools and schools built by the rates.

4722. Are you contemplating an examination to be held at the school itself, or an examination to which scholars from the schools might resort?—I contemplated an examination to be held at the school itself.

4723. The expense of which, I suppose, would be paid by the school?—The expense of which must be paid by the school where the examination was held; that is, it would probably be conducted in the manner in which the local examinations of the universities are now conducted.

4724. Would it be conducted under the authority of universities or under the authority of the local body—the county council or its committee, or whatever it might be?—The county council ought to have authority over all the arrangements, but at the same time I think the universities should take part in supplying the examiners, and in marking out the character of the examination.

4725. Under the term "inspection" would you include the presence of the inspector at the teaching, and the opportunity to him to catechise the class or to test it in any other way while the teaching was going on, or would you confine the term inspection to a visit of examination of the school buildings, apparatus, time-tables, and so forth?—I should require the inspector to examine a small proportion of the school, sufficient to satisfy himself of what the general character of the teaching was, and to be present at lessons, and to hear how the lessons were given; and I should require the inspector to be able to report the results of the examinations conducted separately and not by himself upon the working of the school as a whole.

4726. What weight, if any, would you attach to the two objections which have often been taken to inspection of that kind: first, that it would tend to produce somewhat too great a uniformity amongst schools in their curricula and methods, and secondly, that it would be considered a certain offence against the dignity and independence of the master if he were to be obliged to teach a class in the presence of an inspector. I do not express an opinion upon the validity of those objections, but I invite your opinion upon them?—With regard to the first objection, I should give to the governing body of the school the power of determining what shall be the curriculum, and require the inspector to report upon the school as following that curriculum, and not to raise any question as to whether the curriculum was a good one or a bad one. The presence of the inspector while the work was going on does not seem to me to be really any lowering of the dignity of the teacher, provided of course that the inspector is present and says nothing.

4727. You would not think that a really good teacher who was master of his art would be disposed to object to the presence of an inspector?—I should not think so. I suppose in all the more important schools it is quite understood that the headmaster can if he thinks fit be present at a lesson given by any one of his own assistant masters, and yet they are generally men of the same rank as himself with the exception that they are very often much younger, and that in all cases of course they are under the headmaster's control. When I was at Rugby I used constantly to go to the classes and hear the masters teach, and sometimes take the class myself and let the master stand by while I taught.

4728. Would you make it a condition of the admission of a private or proprietary school to these privileges that the headmaster or any proportion of the masters taken all together should be registered?—I think so. I think it would be necessary to secure that there was fair evidence that the man was fit for his work. This was part of our original proposal.

4729. And to that view of the Commission you would adhere?—I should adhere to that view. I think that what we proposed was reasonable and right.

4730. Would you also consider that private and proprietary schools which had accepted these conditions should be allowed to send their pupils to compete for any exhibitions to universities which were allotted to specific areas—exhibitions?—Certainly if they were allotted to areas.

4731. What would be your view of the comparative merits of the allotment of exhibitions to areas and the allotment of exhibitions to particular schools?—I think you want both. There ought to be exhibitions attached to a particular school for the good of that particular school. But then they must not be very numerous, and there ought to be exhibitions attached to areas in order that there may be a healthy competition between the different schools in those areas.

EXTENT TO WHICH SECONDARY EDUCATION SHOULD BE PROVIDED OUT OF RATES.

4732. In 1868 your Commission recommended that power should be given to the local authorities to impose limited rates for the support of Secondary Education, and I think you have intimated that you consider that the events which have subsequently happened would make a difference as to the necessity of imposing a rate. Am I right in that?—The only difference that occurs to me is this: I still think it would be necessary to provide the buildings for Secondary Education, and I think it would be quite right that those buildings should be provided by rates, and I think that the exhibitions, which will be a necessary part of the system, ought also to be provided by rates; but I should stop at those limits, and should not provide anything else by rates. I think it is more in consonance with the English character that the parents should themselves provide the ordinary maintenance of the school where their children are educated. I think that the country generally would lose very much indeed if we attempted to give assistance, other than exhibitions, to so very large a part of our population as would require Secondary Education. I think that the English character gains enormously by the fact that so very much of what

has to be done is thrown upon the people themselves; that the parents have to look to their own children and to provide for them in every way; and everything which tends to interfere with that ought to be very jealously guarded indeed.

4733. I take it from that that you would not be disposed to extend the system of free education, which has been recently adopted in elementary schools, to schools giving Secondary Education?—I should not. The free education adopted in elementary schools is carrying still further what was, and I think it must be said still is, a necessity for the class which generally goes to these elementary schools; and practically the elementary schools deal with the needs of that class. There can be no doubt that there is a large class which ought to be educated with such education as the elementary schools can give for the good of the whole country, and that, rather than they should go without education, it is better that their education should be paid for, and that the parents should be relieved from the burden. But I look upon that as in itself an evil. It is an evil of the same character as the evil of our having a great mass of unemployed working people, which is unquestionably a very great evil. We have to deal with such an evil in the best way we can, and this assistance given to them in the education of their children is practically, in our circumstances, a necessity; but I do not think that it ought to go beyond the point at which it is really needed.

4734. Your Lordship is aware that two arguments have been advanced in favour of making Secondary Education generally free in the same way as elementary education; the one that, since the taxpayer of the middle class contributes to the providing elementary education free, he ought to have the same benefit for his own children; and secondly, that there would be a gain to the whole of the community in securing to the children of what is called the middle class a better education than the parents are now disposed to pay for?—I do not think that the question of justice comes in at all. The taxation is for the good of the country taken as a whole, and I do not think the taxpayers have a claim upon it in any other sense than that. They pay taxes, and they pay them for the good of the whole country, and what is best for the country is the proper mode of using their money. I do not think they have a claim upon it over and above, because they have paid this money. Then, in regard to its being good for the country that these boys or girls should be educated at a greater expense and in a larger way, and with a fuller cultivation than their parents can afford to pay for, I very gravely doubt whether it is for the good of the country. It must be remembered that there is a great deal of education which is not given in schools at all. There is a great deal of other education than a literary education. There is a great deal of education of a very much more valuable kind that comes from ordinary life, and to pick out this particular kind of education, namely, the higher cultivation of the literary and scientific faculties for the great body of the people seems to me not to be thought of for a moment when you consider the price you have to pay for it. I consider that to relieve parents of such a burden is to pay a very heavy price, indeed it is a very bad thing for people that they should not be made to do what is their duty to themselves and to their children.

4735. You distinguish the case of elementary education by saying, I suppose, that the importance to the whole community of securing elementary education is sufficient to justify a deviation from what otherwise would be your economical and political view?—I agree. I should take the view that it is a necessity, and a necessity which you have to deal with; and I do not see any better mode of dealing with it than that which we have taken. But I think that though a necessity it is a bad thing in itself. It would be far better if the working class—I mean the class that live by manual labour—like other classes had such wages as would enable them to pay for the education of their children in the manner suitable to their life.

4736. It has sometimes been said that the result of providing education free in secondary schools would be to produce too large a number of

persons who were averse, in respect of their having received that kind of education, to manual labour; and therefore to increase the competition, already so severe, in what are called clerkly employments, and other kinds of work not involving manual labour. Do you attach any importance to that argument?—I think there is a good deal of importance to be attached to it. There is a strong tendency to bring up the children averse to manual labour, and as they get on to later years the aversion is increased by the fact that manual labour is very rarely so clean an employment as the labour of clerks and persons in those positions. You very soon find that the fact that you have to work in the dirt is a serious repulsion to a very great many.

4737. Would you think that the danger, if it exists, might be to some extent met by the larger and better provision which is now made for technical instruction, and which has had the effect, or will have the effect, of making some kinds of manual labour, especially those which involve any artistic element, more interesting, and so far, more attractive than they have been hitherto?—Yes, I think it will correct the tendency. Amongst other things, as regards elementary schools, the tendency is already beginning to be corrected by the general prevalence of the elementary education itself. At first when those who had gone through the elementary education were rather exceptional as compared with boys and girls who did not get that education, and stood out a little from the rest, it was very natural that the desire to get rid of manual labour should be very strong. But when you get everybody educated to a certain extent, then, I think, a good deal of that desire to be exceptional ceases.

4738. Reverting for a moment to the question of rates it is, of course, within your Lordship's knowledge that by the Technical Instruction Act a limited rate may be levied for the support of technical schools?—Yes, I am aware of that.

4739. Perhaps you might think that would be justified upon grounds which would not apply to Secondary Education, or would you consider that the provision I have referred to in the Act was an error?—I think it was an error. I think it was an error which arose out of the fact that we have been dealing with all these things piecemeal. This Commission ought to have sat before that Act was passed and not afterwards. This Commission ought to have reported upon the position in which technical education should stand in relation to other Secondary Education; but when we have gone on, taking the education of the country by fragments in this way, the result has been that we are driven to do things which, if we took it as a whole, we should certainly, I hope, not have done. It is precisely the same kind of error, in my judgment, as that which has been made by giving what is really a strictly Secondary Education in the elementary schools. If this Commission had sat before that had begun, I think we should have been in a better position in regard to education generally than we are now. I think this Commission is years too late.

4740. I hope that, on the principle of the Sibylline Books, it is not altogether too late?—I am not speaking of its being altogether too late. I mean it is too late to do many things which we should like to do; but it is not too late for the real thing to be done. It is too late for that ideal completeness which otherwise we might have had in our system.

4741. Would your remarks apply also to the application under the Customs and Excise Act of a large sum of money to technical instruction out of the general funds of the country?—I confess I have not thought about that, and I cannot say.

4742. It is in the nature of payment taken from the taxpayers for the support to a large extent of Secondary Education?—Yes, it is. I think that all these things would have been done, and would have been done better if your Commission had sat 10 years ago and reported before they were done.

4743. Another difficulty has been suggested with regard to rates, on which I should like your Lordship's opinion. It is no doubt true that at

present endowed schools suffer considerably, especially in these times of agricultural depression, from variations of their income, and sometimes they are not able to carry out the objects prescribed by their scheme. Would you conceive that in a case of that kind a rate might be permitted to aid them?—There might be I suppose exceptional cases of that sort. I could not say that I had thought about cases of that kind, because it has not been my business to study the matter so closely. I have looked at the matter broadly, and at various times have made a great many personal inquiries into the way in which the schools were working, but I have not considered that point.

4744. It might constitute possibly an exceptional case?—It might. I will not say that it might not, certainly.

4745. You will remember, probably, that the view of the Schools Inquiry Commission was that about 16 per 1,000 of population of boys ought to be in secondary schools?—That was our conclusion.

4746. Do you think that the parents of so large a number as that would pay the cost of Secondary Education—I mean in other words, that you could trust to the payments of the parents to supply Secondary Education for so large a proportion of the population?—I think what you are referring to is at pages 97 to 99 of the Report of 1868.

4747. (*Chairman.*) The conclusion is, that in order to bring the best Secondary Education within the reach of parents, there should be provision ultimately in towns for not less than 16 boys per 1,000 of the population?—Yes, that was the best calculation we could make. I have had no means of examining that question since. I will not say that I can either modify it or confirm it, because I have had no opportunities of looking into it at all.

4748. I only call your attention to it from this point of view, that the question has been raised whether the provision for so large a number as 16 per 1,000 could be adequately made out of fees, even supposing the buildings could be found?—We calculated, I think, that out of that number half would be in the third grade schools, and the remainder in schools above that rank.

4749. But you estimated the fee which would be paid in third grade schools at a higher average than it is now found can well be maintained, owing to the competition of the higher grade elementary schools?—There was no competition at that time with the elementary schools. We calculated that the parents of the boys that we were thinking of could pay 4*l.* a year.

4750. Referring to your remarks upon free education, what would your judgment be of the system under which in the United States free Secondary Education is provided, and free education in many universities also, particularly in the universities of the Western States?—I should have said in answer to any question of that sort that the American system does not provide the highest kind of education on the literary side at all. On the scientific side, although I do not think they do yet, I have no doubt they will.

4751. Would you have made that remark apply not only to the schools, but also to the universities in which free education is given?—Yes, I should.

4752. For instance, take the University of Michigan, which in many respects is a typical and a very well-equipped university. All the education there is given without charge, I believe?—Yes. That is an endowed university. It is maintained by endowment, is it not?

4753. It is maintained by the State of Michigan; it is maintained out of the State revenue. It is endowed in this sense, that it receives a considerable income out of land grants. The land has been allotted to the university under the control of the State?—I was not aware in exactly what way it was maintained. I should not have said that the higher

kind of literary education was to be obtained there, nor do I think it likely that it will be.

4754. And would you say that, generally speaking, with regard to the system of having free Secondary and University Education you would not expect that the very highest kind of education could or would be provided? —I think that the result would almost inevitably be that the wealthier classes would provide education for themselves independently of the provision made by the State, and would beat all the State provision.

4755. You would illustrate that as regards schools by observing the fact that there has been a strong tendency in the Eastern States of America for private schools, charging high fees, to grow up side by side with the public free schools?—Yes, there is a very considerable tendency, and it is likely to increase. I think the system of free education would probably cut off the education at the top from the national system much more than it is cut off. It is now cut off too much, I think.

4756. In what sense do you mean now cut off too much?—I do not think there is sufficient provision now made that the really able scholars from the lowest position in society should have opportunities of rising to the very highest kind of education that the country can give.

4757. An object which, upon the lines you have indicated, you would attain by a system of exhibitions?—Yes, I should; but I do not think there is anything like provision enough at present. In that respect I think we have fallen away a good deal from the original idea of the founders of our grammar schools, because when they founded these schools they were not thinking of educating particular people at all. There is no trace of that in their wills, or in their deeds of foundation. What they were thinking of was the promotion of the study of particular subjects, and their arrangements were made with the view to pick out from all society those who were suited to study those particular subjects.

4758. In other words they were not thinking of classes at all?—Not at all.

4759. They were not contemplating either the poorer, the middle, or the richer classes?—No, they were not contemplating either poor or rich, or people who were between the two. They were thinking that it would be a very good thing for the country at large if the higher literary studies were carried on within the country by those who, by nature, were adapted for the pursuit of such studies; and they endeavoured to make openings by which, by a process of natural selection—to use a word which is common now and which was unknown to them—such boys could be picked out and have the opportunity of rising.

4760. And you would consider, therefore, that, in spirit at any rate, we should be following what was their main object by the adoption of such an exhibition system as you have sketched out?—Yes.

4761. Making natural selection take the form of selection by examination?—It would be selection by examination under very varied circumstances, so as to give all kinds of minds an opportunity.

4762. And you believe that that might be so done as to avoid the inevitable evils which I suppose we all feel are incident to an examination system?—I do not think the examination system is quite responsible for all the evils which have been ascribed to it.

4763. That is really practically saying that the examination may be so conducted as to avoid those evils which have sometimes in fact resulted?—Yes, I admit that.

4764. Have you any observation to make in addition to what was said by the Schools Inquiry Commission upon the relative merits or the various methods to be adopted in dealing with boarding and day schools?—I should wish to add to what was said by the late Commission that a good deal of personal inquiry has satisfied me that many of the parents in the country would prefer to send their children to a boarding school close to a

town. They look upon vicinity to a town as having a very considerable educational effect; and I have no doubt that in a certain sense they are quite right; it has a very considerable educational effect.

4765. You mean in the way of sharpening the boy's mind and his powers of observation?—Yes. I was struck very much when I was an Inspector of Schools with this fact. I inspected schools in London, and I inspected schools in Devonshire, and a few in various parts of England. I found that the children in London were, on the whole, a great deal sharper than the children in ordinary rural schools. They were a great deal sharper in the sense that they were better able to understand questions put to them; that they took up anything that was said with much more readiness; that, as far as powers of conversation went, they had a great deal more to say for themselves, and not only a great deal more to say for themselves, but a great deal that was cleverer to say for themselves. But on the other hand I very often found that the boys who were distinctly stupid, judged by that standard, yet were better than some of the sharp boys in the more solid subjects. I made a very careful comparison between the boys in Devonshire and the boys in London on the powers that they showed in handling arithmetic. The Devonshire boys beat the London boys in arithmetic very decidedly; but at the same time if you got the two together in a class and examined them *vivâ voce*, the Devonshire boy was nowhere. He was dumb, but the London boy was all alive. This was a very careful and close comparison made between a considerable number of schools in Devonshire and about 50 schools in London. It was a sort of comparison that I could rely upon. I find the same kind of thing in various parts of England, and I have no doubt that that side of education—that is the education which makes men afterwards able to deal with their fellows, able to understand what their fellows are saying and the like—is much more to be got in a town than in the country. But it does not at all follow that the education which makes people think and which enables them to study hard subjects is not quite as much to be got in the country as in the town, and very often the country boys are the better of the two in that respect. But when you have to educate these country boys I think you have given them a considerable advantage by getting them near a town where they will see so much more of other boys.

4766. Still you would think that this kind of alertness and vivacity which you have observed in the London boys had its corresponding disadvantages, because I gather that they did not apply themselves to the solution of difficult questions with quite so much patience or solidity as the country boys?—I do not mean that. I thought they had a far greater advantage than a disadvantage. What I said about the arithmetic was merely to mark that the apparent stupidity of the Devonshire boys was not sufficient to put them behind the London boys in all things that they had to do. I did not mean that the London boys were bad in arithmetic; they were not bad at all; but the Devonshire boys, taken as a rule, were distinctly better, and I do not think it was really due to the Devonshire boys being country boys, but to the fact that as I think on the whole the west country has rather an advantage in aptitude for certain studies.

4767. I was going to ask you, *a propos* of that, whether you had noticed a considerable contrast between the London boys and the boys, I should say, of one of the eastern or east-midland counties, because it might be suggested that the large Celtic element in the population of Devonshire may have something to do with the force and penetration of intellect you noted there?—Well, it may have something to do with it. I have compared it with some schools of the eastern counties, but, to put it as precisely as I can, what I found was this: that boys who were very well able to do the hard subjects, like arithmetic, and to master such subjects, were nevertheless behind the London boys in sharpness and vivacity, and power to enter into what was said to them. I found for a long time until education had spread a good deal, when I went down to Exeter as bishop, it was very much more difficult to make myself understood in speaking to those who were confirmed in Devonshire than it was when occasionally I

took a similar duty in London. I did, now and then, come to London and hold a confirmation for the bishop. I was struck with the difference in the London boys. They could follow what I said in a way that the Devonshire boys could not. In speaking to the Devonshire boys, I had very often to go over the ground again and again before I got rid of the puzzled look which came over their faces when I was talking to them; but I did not find that in London.

4768. It would be true, would it not, that the ordinary working vocabulary of a boy in a rural district is much more limited than that of a town boy?—That is quite certain. It is much more limited. I should think the London boy's vocabulary is three times as large as the country boy's.

4769. Particularly in words of an abstract character?—Yes, but then, on the other hand, the London boys have a good deal of a language of their own. I mean that they interpret common words in a way in which other people would not interpret them. I remember examining a London class This occurred in the reading lesson. I asked a boy what he meant by "meek." He said "lazy." I went round the class, and everyone in the class said something of the same sort—"lazy." The idea in their minds, when I came to examine closely how they got it into their heads, was that a meek man was a man who did not assert himself, who submitted, who yielded, and so on, and this they identified with the lazy man. There is a great deal in London of that kind of interpretation of ordinary words.

PREPARATORY SCHOOLS.

4770. That would cast light upon what may be called the ethical attitude of the London boy?—Yes, it would.

4771. Now with regard to preparatory schools. Would you tell us what place you think they ought to have in a general scheme, bearing in view the fact that there are excessively few public or endowed schools, if any, which are specifically preparatory?—Very few indeed. We discussed the matter at considerable length in our report, and I do not know that I have very much more to say than that on the whole I think preparatory schools might very generally, at any rate in the lower grades of Secondary Education, be simply lower divisions of the main schools.

4772. You would not see any harm on the whole to the young boys in having them in a school which was also used by bigger boys. You would not think there would be any danger of bullying, for instance?—I do not think there would be very much danger if you do not let the boys stay till too old. When you have a school where the boys stay till 18 or 19 I do not think it is good; but it is not because I think there is a danger of bullying. I think a great deal of that danger has passed away altogether.

4773. Even in boarding schools?—Yes.

4774. Where the danger would be much greater if it existed?—Yes, where the danger would be much greater if it existed. But I think that danger has passed away. The danger, I think, arises from this, that you can give the older boys a kind of liberty which is not wholesome for the younger boys, and it is very difficult, if they are both in the same school, to treat the older boys as you should, and at the same time to refuse altogether similar privileges to the younger.

4775. If there were different departments would not that difficulty be to some extent modified?—Very much, no doubt.

4776. With regard to the size of the preparatory schools, particularly with regard to the preparatory boarding schools, have you any opinion to express as to the respective advantages of large and small preparatory boarding schools. It has been suggested that preparatory schools are sometimes too large and go beyond the numbers which can be properly supervised?—I think there is always a tendency in the good preparatory schools to become too large. As soon as they get popular there is a run into them, and it is very difficult then to refuse to admit pupils.

4777. Should you be disposed to advise the establishment, either as boarding schools or as day schools, of public preparatory schools corresponding to what may be called the first grade?—Yes, I should.

4778. That is to say, in addition to what are now exclusively private schools, there ought to be a public provision also?—Yes. I think there ought to be a public provision also. Private schools of that kind are not, I think, except when they prepare for the large public schools, quite equal to what you want. I think they want more supervision.

4779. Taking the case of boys intended for Eton or Rugby, would you be disposed to have a public preparatory school for them?—I think that the preparatory schools for boys of that kind, generally speaking, are kept in order by the fact that their success in getting their pupils into the great schools depends upon their being fairly well managed; but when you come below that level I do not think you have that same guarantee.

4780. But those schools are very costly?—They are very costly.

4781. I was thinking rather of the circumstances of parents intending their sons for schools of the Eton and Rugby type, but who might not be able to afford the fees of the schools which now prepare for those schools?—I think it would be necessary to make some public provision for them.

4782. And would you be disposed to do that by different schools or attaching preparatory departments in Eton and Rugby?—I would rather have them in different schools.

4783. For the reason that you indicated a little time ago, that it is not desirable to have them at schools where the boys go so late?—Yes.

4784. (*Dean of Manchester.*) With regard to the transfer from elementary to private schools, is it within your Lordship's cognizance that there are social difficulties which seem in certain parts of the country to militate against the happy transfer, if I may so express it, from the elementary to the private schools; or, rather, that there are such difficulties in connexion with the schools under the high school system that probably they would be accentuated in the case of a transfer to strictly private schools?—You are thinking of a transfer by means of exhibitions, I presume.

4785. Yes?—I should not in any case force the exhibitioner upon a private school. It should be the privilege of the private schools to receive exhibitioners, but I should leave it to the private schools to say whether they would receive them or not.

4786. I suppose you would favour the non-restriction to a school?—Yes, I still hold to the principles which we laid down, that an exhibition must never be tied at both ends.

4787. Have you thought of the difficulty that there would be at present, at any rate, in this being largely applied to private schools on account of the class feeling which is so predominant?—I do not quite see how any difficulty could arise. The master of a private school would of course refuse to take in an exhibitioner if he thought that the exhibitioner by coming in would hurt his school in any way.

4788. I was thinking of the exhibitioner feeling himself like a fish out of water when he got into the school?—In that case the parent would not send him to the school, but would send him to some other.

4789. You have spoken very freely concerning exhibitions and the wisdom of having a large number of exhibitions. Have you ever thought of the verting of obsolete endowments in that direction?—Yes, I have thought a great deal about it.

4790. And would you think it very important that a great many of those endowments should be so verted?—Yes, but there are a great many difficulties about that. I have thought myself that it would be a very good thing to do, but I do not find a general agreement in that opinion.

4791. Do you not rather find a general disagreement?—I find a general agreement in the opinion that these charities are often very mischievous, but not a general agreement in opinion as to the way in which they should be used; about that people differ very much.

4792. You find that there are local prejudices sometimes?—Yes, and there are other uses to which such moneys might be put very much better

than the present use of them, and probably more in consonance with local feelings. Thus, for instance, I think that if a bread charity, which is often a very mischievous kind of charity, were converted into a charity for increasing the interest paid by the Government Savings Bank to depositors in that savings bank, you will still retain the trust for the benefit of the particular parish to which the trust belonged, and it would be used to encourage thrift.

4793. I was thinking of endowments of a strictly educational character, which are not useful where they are, and which, instead of being attached to a particular school, might become exhibitions to everywhere?—If they are exhibitions which are tied at both ends, I should certainly set free the restriction at one end.

4794. I am afraid you would find that there would be a considerable objection even to that?—Yes, very considerable.

4795. You have spoken of the difference between elementary education and Secondary Education. In the case of elementary education there is a difference, because the parent is compelled to send his child to school. The parent in the secondary class is not actually compelled by law, he is not looked after in the same way. Does not that rather differentiate the thing in favour of what you have been saying, that those parents should certainly pay for their children's education to some extent?—They, of course, stand on a different footing. As you say, the law is not enforced against them as it is enforced against those who usually go the elementary schools.

4796. With regard to the question of proximity to towns as a factor in the advantages of education, your Lordship contemplates sending children to the proximity of a town from the country districts?—I did not mean to say that that was the only thing that should be done. I only meant to say there was a considerable advantage in it, and that it ought to be borne in mind in any arrangement that should be made.

4797. I dare say you have also thought of the great advantage which, in many of the large towns, now accrues from the establishment of university colleges?—Yes.

4798. In point of fact I rather gathered, but I want it confirmed, that the capacity of country boys was not so very different from the capacity of town boys. In the case of the Devonshire boys that your Lordship alluded to, the capacity in arithmetic, for example, was considerably in favour of the Devonshire boy, but he wanted more contact, and in that case he would be quite as bright and efficient as the town boy, or perhaps even brighter?—Yes, I thought so.

4799. (*Sir Henry Roscoe.*) You said that in your opinion the money from the rates should be applied generally to the building of schools and the endowment of scholarships?—Yes.

4800. Had you in your mind also the fact that under the Technical Instruction Act the schools can not only be built, but maintained from the money which, though not coming directly from the people, comes indirectly from the people? In that case, I presume, you would not object to the course taken by the county councils hitherto under those Acts?—I think the county councils have done their best on the whole under the Acts referring to technical education, and what they all want is guidance.

4801. Your Lordship is aware, I presume, that the education which is given under those Acts is, in fact, what may be termed modern Secondary Education?—Yes, it is certainly.

4802. Inasmuch as all the subjects are included in the schedule, with the exception of classics?—Yes, they are included with the exception of classics.

4803. And the endeavour is made under those Acts to avoid the evil to which your Lordship has referred, as to which we are all agreed, namely,

the undesirability of excluding from the people the desire to become craftsmen and skilled artisans. The kind of education which it is proposed to give, and which is being given, under those Acts has been determined rather with the view to encourage the young to become craftsmen and artisans instead of aiming at literary or clerkly positions?—Certainly, I do not think that the Technical Acts have in their view the encouragement of strictly scientific study, but only of such science as can be immediately reduced to practice.

4804. That is to say, the study of the arts and sciences which underlie the various trades and employments of the country?—Yes, but the study of them on the practical side. I think that the same study on the scientific side is not encouraged by those Acts, and I do not know any reason why it should be.

4805. Still I take it that the study of the principles of science is carried out under those Acts, is it not?—I do not think it goes very far. The principles of science, unless they are worked out into detail, are very shadowy things.

4806. Now, with respect to the inspection of private schools. I think you stated that the inspector must go round and must express his opinion as to the fitness or unfitness of the localities for carrying out the instruction in the private secondary schools?—No, I did not say that, or, at any rate, I did not intend to say anything of that sort. The inspector's business would be to see whether or not the curriculum under which the school was worked was properly and efficiently carried into effect.

4807. But do you not consider that it is as necessary that the school buildings and appliances should be inspected and reported upon as the curricula themselves?—Yes, I quite admit that, but I was not answering that side of your question. I did not understand you quite. What I mean is that it is not to be the business of the inspector to say: "You have "got here a school which teaches Latin, but I do not think Latin is "wanted in this locality." That is not the inspector's business; but he is to go and see whether the school buildings and the school arrangements and the actual teaching are such as to make the education efficient.

4808. Of course it is within your knowledge that a great number of these private schools are conducted in ordinary houses, the classes being held, we have heard, in the upstairs room or the downstairs room, or perhaps in a little adjunct or shed built at the back. Would it, in your opinion, be the duty of the inspector to report on the fitness of such a building for the carrying on of a school?—Yes, I think it would. He would be perfectly justified in reporting that, in his opinion, the children could not be properly taught under these circumstances.

4809. That would be throwing a very great responsibility upon the inspector?—Certainly, it would. He must be a strong man.

4810. (*Mr. Jebb.*) My Lord, you said just now that the danger of inspection tending to create a stereotyped school might, to a certain extent, be obviated if the governing body of the school had the duty of prescribing the curriculum?—Yes.

4811. How ought the governing body of the school to be constituted, in your opinion, in order that they should be able to discharge that function efficiently?—I concluded, as regards endowed schools, the governing body of the school would be constituted by a scheme to be settled in the first instance by the provincial authority, and submitted to the central authority, and that once the governing body was constituted it should then be free to determine what should be the curriculum to be used in the school, the scheme to a certain extent regulating it already, and within those limits the governing body would be free to use their own discretion.

4812. On such a governing body no doubt there would be adequate provision for the representation of teachers or experts who could judge of the question of curriculum?—Yes, there ought to be representation of teachers, or of experts, certainly, if the work is to be done properly.

4813. Now I pass to the point of the extent to which Secondary Education ought to be aided by the State. You hold that buildings and exhibitions should be provided out of the rates, and nothing else?—Nothing else.

4814. And you expressed a doubt as to whether it was desirable that children should receive a higher education than that for which their parents can pay?—Yes, I think it is very questionable.

4815. Except, no doubt, in the case of boys of unusual ability?—Boys of unusual ability it would be worth while to educate more highly, because of the services that they can render to the State, and because of the degree in which such boys when they have become men promote the more liberal studies.

4816. Then with regard to the other boys, the sons, we will suppose, of poor parents, and who are not distinctly marked out in this way by a natural gift shown at an early age; how do you draw the line between elementary and Secondary Education with regard to such boys? I mean, if elementary education is a necessity for such boys, how can one say that the continuation of elementary education is not, for them at least, a desirable thing, taking Secondary Education, of course, in its largest sense as a developing of the mental faculties. Whatever their future calling in life is to be, is it not desirable that they should have something more than elementary education, and is it not possible, under existing circumstances, that they should never have anything more?—I do not know that it is so desirable that they should have more than what is commonly called elementary education, but it all turns upon the time at which they are to enter upon the work of their life, and consequently to quit schooling. If they quit schooling at the age of 18 or 19, you give them one kind of education; if they quit schooling at 16, you give them another, and so on; in all those cases I think that what the parents can do for them, determines what ought to be done for them.

4817. With regard to those parents who could pay for Secondary Education for their children, but who are for various reasons unwilling to do so, or to do so adequately, is there not this difficulty at present; owing to the hitherto unsatisfactory character of Secondary Education in this country, its deficiency in quantity, and in many cases its inadequacy in quality, is it not the case that there is a very general want of appreciation of what education means in the minds of the middle class, especially the lower middle class, so that parents who could afford to give their sons some sort of Secondary Education do not care to do so? Might it not be maintained that during at least the period of transition, whilst a better system of Secondary Education is being created and developed, there is room for the State to do something to stimulate the interests of such parents in Secondary Education, that is, give them a little more aid than they are, strictly speaking, in justice entitled to?—I think that any attempt to deal provisionally in this way with a class which, in the judgment of those who have a perfect understanding of all education, ought to be better educated than they will be if left to their parents, would, in my opinion, probably end in injuring the education itself at last, and would have certainly a tendency to break down the English self-reliance very much indeed. I should say that you must deal with that class exactly as you have dealt with all the other classes, that is, you must leave time to correct that. In course of time, it is quite certain that parents in the middle class will learn to value education much more highly than they do now, and I think it would be better for the country that you should leave them to learn it.

4818. (*Mr. Hobhouse.*) With regard to private and proprietary schools, do you contemplate any aid being given them from public sources except that by way of scholarships?—I did not contemplate any aid being given them of any sort or kind.

4819. No grant?—No grant at all.

4820. But you think, I take it, that they ought to be safeguarded against unfair competition by new public schools?—I think that the county councils may be safely trusted on the whole not to build more public schools than are wanted. I should not put a restriction upon the county council in that respect, but if the county council clearly understood that these private schools were to be considered part of the system, I think it must be left to them to say whether or not they will interfere with them in any way by their creation of public schools.

4821. Do you think you could trust them not to waste the public money by creating unnecessary schools?—I think so. I hardly think that they would build unnecessary schools at the cost of the rates.

4822. In the report of the old Commission at page 652 you say that to enable private and proprietary schools in any degree to fill the place of public schools two conditions are necessary. One of these conditions is proper inspection. That you have already dwelt upon in your evidence. The other condition is that the fees shall not be too high?—Yes.

4823. You still consider that second condition necessary?—Yes, certainly; it must be necessary before they can put in any plea before the county council that no school is to be built which will come into competition with them.

4824. And you would think it part of the duty of the local authority to see that in every part of their district there were sufficient provisions for what you originally called the third grade kind of education, that is, education for which the parents would not have to pay more than 4*l.* a year?—Yes.

4825. But you would recognise the fact that as a rule this Secondary Education of any high quality cannot be given at that rate?—An education of good quality can be given to boys up to that point at that rate, I think.

4826. Including education in science?—Up to that point. You cannot go very far in science with boys of that age.

4827. Would the point that you are speaking of now be a point materially beyond the point to which education is being carried by our higher grade elementary schools?—I think it would be beyond, but I do not say that it would be much beyond. But I think the higher elementary schools are really doing work which is out of their proper function; it is not elementary education.

4828. It is work which cannot now be removed?—It cannot be removed, but I think it would be perfectly legitimate to put the other schools in competition with them, and I think they would do it better.

4829. And therefore you would think that all the education that was necessary for families of what we may call the lower middle classes could be given in schools which could be carried on at a cost of not more than 4*l.* per pupil?—4*l.* per pupil for the tuition. In the 4*l.* I do not include the books. In these schools of course the boys always pay for their books, and I took that for granted.

4830. Then with regard to the application of the rates. You wish to limit the rates, I understand, to buildings and exhibitions, but you recognise the fact that under the Technical Acts the rates are now applicable to carrying on technical schools generally?—Yes.

4831. Do you not think there is a considerable danger that, if technical education is made cheap by the aid of the rates, and literary education is not allowed to be made cheap by the aid of the rates, the technical education will be fostered at the expense of the literary education?—You mean that there will be more boys going to one than to the other?

4832. Yes?—Yes, I think it is quite possible.

4833. There is a danger that many boys who would be benefited by having the wider literary education will, on account of the greater

cheapness of the technical schools, be confined to the narrower lines of education?—Yes, I think there is some danger of it. And I do not deny that the granting of the rates for this technical education was, in my opinion, a blunder. That is, it is a thing which I do not think would have been done if the whole of the education had been looked at. It would have been put into relation with the other parts of Secondary Education.

4834. And your Lordship is aware that at the present moment a great many secondary schools are being aided out of the rates and the local taxation grants in such a way as to help them generally, though the money may be supposed to be appropriated to their technical side?—I am aware that it is so. It seems to me somewhat of an evasion of the purpose of the Act.

4835. Does it not show that there is a strong desire to assist these schools generally?—I think so.

4836. But you think it is an ill-directed desire?—Yes, I think it is a mistaken desire.

4837. Now with regard to the inspection of private schools. The inspector will have no power to report as to the curriculum. What body is to regulate the curriculum?—The curriculum would be regulated very broadly by the scheme of the school, and, within the terms prescribed by the scheme, by the special governing body of the school itself.

4838. I was speaking of the private schools?—I should leave their curriculum alone, and see whether the curriculum which the private schoolmaster puts forward as his curriculum was properly carried into effect in the school.

4839. Then, of course, if the county council considered the curriculum unsuitable, they could not recognise the school as taking the place of a public school?—Of course they could not.

4840. And therefore in that way they might perhaps have some indirect influence in modifying the curriculum?—They might, of course. They might have some very considerable indirect influence.

4841. Do you think that in the case of preparatory schools intended specially for the larger schools, or grammar schools, there is any advantage in having them under the control of the headmaster of the larger school?—There is some advantage, no doubt; the headmaster can determine many points which the master of the preparatory school perhaps cannot.

4842. With regard to a more continuous education?—Yes; the headmaster of the preparatory school itself would not perhaps be always wisest in determining such things. As a rule the temptation in preparatory schools is to run up into higher subjects than the children are fit for.

4843. You think there is a tendency always to creep up higher?—Yes; there is a tendency to creep up higher. I used to find at Rugby boys coming to me who knew very little Greek and who had been reading Thucydides, which was altogether out of their reach, and the result was that they were placed very low when they came in, much lower than they ought to have been, and the master was warned why it was.

4844. Do you think that this control can be secured by giving the headmaster control of the lower school, or simply allowing both schools to be controlled by a common governing body?—I think it depends so very much upon your headmaster. The sort of man you would have as master in a first grade school would probably be the best person to control a preparatory school; but, on the other hand, there is a great advantage in those preparatory schools being left free to compete with one another, and when you come lower down, there is a doubt whether the headmaster of a third grade school would be the right person to control the school which is preparing his pupils, unless it is made distinctly a part of his own school.

4845. It is too much on a level?—Yes.

4846. (*Mr. Lyttelton.*) I suppose, my Lord, you would contemplate the exhibitions which you wish to see extended being in all subjects, not only in literary?—Certainly.

4847. In the matter of the possible competition with existing private schools, about which a great deal of apprehension exists, would you contemplate that there should be an appeal allowed from a private school to a central educational authority?—I think that on the whole it would be best that there should be an appeal from the county council to the central authority, because such appeals satisfy people generally. I cannot say that I think it is a good thing in itself, but it is of importance as giving a general sense that justice has been done, and that is of very great value.

4848. And of course you would hesitate to do anything to increase the chance of a good private school being unfairly handicapped?—Yes; I should certainly hesitate very much.

4849. In the case of the preparatory schools that feed the larger public schools, your Lordship is aware that their character has improved very greatly within the last 20 years?—Yes; very greatly.

4850. And that the men at the head of them are very often men of the very highest qualifications for that particular work?—There are many of them.

4851. And you know also that the competition between these schools is extremely keen?—Now it is very keen. It is much keener than it used to be.

4852. There have been cases where good men have tried to start such preparatory schools, and have failed?—Yes, there have been such cases. I know of two or three, but I think there have not been very many where you could say that good men have failed.

4853. Then in contemplating the public provision of preparatory schools, would your Lordship mean that the demand which now exists would be better supplied than at present?—I think that what the Chairman said gives the answer. The demand that now exists is supplied at a very high cost.

4854. But the cost of preparatory schools varies, does it not, from 150*l.* a year downwards?—And upwards.

4855. The number of preparatory schools that charge 100*l.* a year or 80*l.* a year is very large?—It is considerable, no doubt.

4856. And there is the very strongest reason for the masters making the price as low as they can if they can attract more boys?—Yes, there is a very strong reason. There is, however, in all these preparatory schools a great tendency to raise their fees when once they have established a reputation.

4857. But do they not raise their fees very cautiously, and knowing there is a demand for education at a higher fee?—Yes, I think they feel their way very cautiously. I do not think there is a demand for education at a higher fee, but there is a desire to get the best education, and the man who has made his name raises his fee because he can raise it.

4858. Has your Lordship ever heard of cases in which parents have gone to the headmaster of such a preparatory school and asked him to raise his fee?—I have heard of one such case.

4859. If the competition between these schools is very keen, and if the masters at the heads of many of them are men of excellent qualifications, does your Lordship mean that the public provision of preparatory schools is required, because the fees in the present schools are too high?—I think there are cases in which the fees in the present schools are too high for the parents of boys who might rightly go to those schools.

4860. Is there any other advantage that you might expect from such a provision?—No, I do not think there is, if the preparatory schools are willing to be properly inspected.

4861. If there were many such schools provided, would not the inevitable effect be that some of their present masters would be ruined?—I cannot answer that question at all. Of course in any improvement that you may take you run the risk of coming across the private interests of some, and it is impossible to say that some of those masters might not suffer in competition.

4862. Now, going to a different subject, do you think that the age at which boys leave the public schools for the universities is too late, say the age of 19, at which they must complete their scholarship. Is that age, in your opinion, too late?—I think it is the very latest that you ought to have.

4863. But supposing it is moved back to 18, do you think that the effect upon the public schools would be good in taking away the boys who win scholarships a year before the time at which they now take them?—I do not think it would be a gain to lower the maximum age for scholarships unless the maximum age for staying at school were lowered also.

4864. (*Dr. Wormell.*) I think, my Lord, you are a member, and have been for many years a member, of the Council of the College of Preceptors?—Yes.

4865. And by advice and in other ways you have assisted us in our endeavours to raise the status and the qualifications of private schoolmasters?—I have at different times been consulted and have given the best advice I could. I cannot say more than that.

4866. And you probably feel, as most of us do, that we have not worked entirely in vain?—No, certainly not.

4867. You probably know that many men, some distinguished graduates of universities, some certificated elementary teachers, who have had an enthusiasm for one point of education—some hobby, so to speak—have taken to private schools because of the great freedom which these schools afford for experiments?—Yes.

4868. And in many cases those experiments have turned out a success and have been for the general good?—I have not any doubt at all that the work of private schools has within the last 20 years very greatly benefited education generally.

4869. I will put one illustration because it was mentioned by a witness we had yesterday, who spoke of the private schools of Norfolk as not having made much advance in the last 25 years. He mentioned an agricultural school in the North of England as being well deserving of support; he said that the scholars from Norfolk had been sent to that school. That is a school that was started by an elementary teacher at his own risk some years ago, combining practical work on farms with general education, and especially with an agricultural education. The school has been successful, and now it has been so taken up that you may almost call it a public school. Do you not think that such an issue would be good in other similar cases of schools started privately for particular purposes?—I think that the case you mention is the case of a man with real genius, and I think that any opening there is for a man of real genius to try experiments is likely to be very beneficial.

4870. Then you would have the liberty of individual initiation in such matters preserved to qualified persons?—I would.

4871. And would it be wise to give powers to take over such schools in cases in which the local bodies might be of opinion that it was for the local benefit to take them?—Do you mean to take over such schools and make them public in the fullest sense?

4872. Yes?—I do not see any objection to that. It would be a matter of private arrangement in all cases, I presume, and the question which the local authorities would have to consider would be whether or not the buildings and the system of the school were such as to justify it being made a public school.

4873. I wish to put a question on each of the three resolutions which have been adopted by a large body of teachers, which I think you have seen, just to see whether they are quite in accord with what you have put before the Commission. The first is: "That, in estimating and providing "for the wants of each locality, private schools conducted by duly-"qualified teachers, in suitable buildings, with an adequate staff, and "with the necessary apparatus and appliances for teaching, should be "recognised as efficient; and that due precaution should be taken against "injuriously affecting their interests." Would you agree with that?—Yes, I should.

4874. And also with this: "That the efficiency of secondary schools "should be certified by educational experts, or by examination and "inspection by recognised public bodies, and should not be decided by "persons unacquainted with Secondary Education"?—Yes, certainly I should. All that I have said has indicated that.

4875. Then the next resolution is: "That the provision in the Bill for "the tenure of scholarships and exhibitions at efficient private schools, "and for the admission of their pupils to compete for such scholarships, "should be of universal application, and not at the discretion of the "local authorities"?—I do not quite see the point of that. It must be, I think, at the discretion of the local authorities whether or not a certain private school is to be considered as coming within their system. The local authority must settle whether the teachers are duly qualified; whether the buildings are suitable, whether the staff is adequate, whether the apparatus and appliances are sufficient, and the like, and in so doing they will of course use their discretion. Within those limits, I should certainly say that they ought to be allowed to receive exhibitioners and also to compete for exhibitions, provided that the competition was for exhibitions belonging to a district.

4876. The point of the resolution was not in reference to the judgment of the local authority as to the qualifications of a particular school. It was an expression of opinion that there should not be, so to speak, a local option allowing any district authority to say "We will take no "cognizance whatever of any private school," but that it should be rather a general condition that efficient private schools in a district should be allowed to compete, comformably of course with the conditions that belonged to other schools, for scholarships?—I should not like to express an opinion in favour of this resolution number 9, without having a much fuller explanation of it than is given here. As far as I can see I concur in the spirit of it, but I cannot go beyond that.

4877. (*Mr. Yoxall.*) I wish to ask a question upon the subject of the appointment and dismissal of subaltern teachers in the secondary schools. It has been urged before the Commission that both the appointment and dismissal of subaltern teachers in secondary schools should rest solely and absolutely with the headmaster of the school. What would be your Lordship's opinion on that point?—It is certainly a very difficult question. I have no doubt that in the schools that are commonly called the public schools it is quite right that the headmaster should have the absolute power of appointment and dismissal. But to say the same thing of all headmasters of secondary schools is, I think, going too far, and I should be inclined to give an appeal.

4878. An appeal to the governors?—An appeal to the governors, and from them to the county council. I should not go beyond that.

4879. Has your Lordship contemplated any probability of need for statutory powers of compulsion upon parents to send their children to public secondary schools or private secondary schools?—No, I should not think it wise to have any compulsion at all.

4880. Not in order to cover the interval which sometimes occurs between the age at which children are taken away from the schools altogether by careless middle-class parents, and the age at which they go into some profession or occupation?—No, I should not interfere with the parents at all.

4881. With regard to the establishment of public preparatory schools, has your Lordship considered the question of the difficulties presented with regard to the selection of candidates who would go to those schools, at so early an age as might be necessary?—Yes, I have thought a great deal about it. I think that, as a general rule, you can select very well at the age of 10. I think that when there is competition, one of the best means of selection is to take the ordinary examination of a school and select the youngest.

4882. The youngest who fulfils the conditions?—Yes. Boys who are able to rise by better education always show young as far as my experience goes. I would have opportunities given the boys in later years to win the same position by competitive examination; but for quite the younger ones, I think if you let them go through the ordinary examination, and take the youngest, you will always get somebody who is worth cultivating further.

4883. And I presume the examination applied to such young candidates would be, in your opinion, necessarily mainly oral rather than written?—It would vary according to the way in which the school was conducted. Most of it might be oral, or a great deal of it, at any rate, might be oral; but it should not be competitive examination so much as the ordinary examination of the school.

4884. (*Mr. Cockburn.*) Do I understand your Lordship to inflexibly adhere to the opinion that all the cost except the fees of the children in these new secondary schools should be borne by the locality in rates. Do you think the buildings, interest on outlay, exhibitions, and so on should be borne by the locality in the form of rates?—I think so. I should say that that was a share in the provision of education which might fairly be taken by the public.

4885. Would you object to say one-half being contributed by the locality and one-half coming from the Imperial Exchequer?—No, I have no objection to that at all. When I spoke of rates, I was not confining myself to rates. I should have no objection to grants, up to a certain proportion.

4886. You were drawing no fine line between rates and taxes?—I did not intend to draw any line between the two. But I think it would be absolutely necessary that a very considerable proportion should be borne by the rates, because I think the rate-payers then would have some strong interest in the schools.

4887. Then I understand your Lordship's opinion is that the aid might come from the Imperial Exchequer?—Certainly.

4888. I suppose your Lordship's opinion is that there cannot, at this time of day, be very much in the way of new legislation which shall take back from the county councils the powers to levy rates which they already have under the Technical Acts, and the funds which have been given to them by the Excise and Local Taxation Act?—I think if you give the county councils the control of the Secondary Education within the districts, you might modify the Acts which now give them the technical education, and bring that technical education within the secondary system.

4889. And your Lordship, I suppose, sees no possibility or desirability, shall I put it, of restricting the primary education authorities to any more limited curriculum than is free to them under the Code of to-day?—I think that, on the whole, it would be rather an advantage if the elementary education were not pushed on too fast, as it certainly is. It is very often carried on into subjects for which the children are not yet fit.

4890. Elementary education is being carried on, as you know, under the definite rule and authority of Whitehall, by their Code?—Yes, I know.

4891. And I suppose your Lordship would not be disposed to limit the scope of education and the Code any more than it is at present?—I confess I should like to limit their Code very much indeed, but I am not prepared to say exactly what I should do with the Code if I had it in my hand. I

am quite confident that a great deal of the higher subjects in our elementary schools are really not taught so as to be of any advantage whatever.

4892. You mean such as class subjects and specific subjects?—Yes, specific subjects particularly. When you have, as you had a little while ago, taught to children of that age the last generalisation in sciences—and you have to get a good arithmetician to be prepared for that—the jump is quite beyond children of that age, and they do not really understand what is implied in all this generalisation.

4893. If the line is to be drawn at all sharp between primary education and Secondary Education, and there is to be a definite authority also for the one and for the other, what shall we do with the children in the primary schools who have reached a point which is as high as the elementary school can carry them, but who have still got an interval of time which cannot be employed in any other way than going to school?—I think that continuation schools are of very great value, but I cannot help hoping that as the education goes on a great deal of what is now really of very little value will become of more value, because the children will be better able to enter into it. The standard by which the children are tested in the higher subjects is inevitably to a very great degree dependent upon the average attainments of those children, say over a considerable district. The inspector finds what can be done by such children, and he passes what the fairly intelligent children will do, and they accordingly are treated as having done with that subject, as it were, but in reality they have not done with that subject, and ought to go on to do a great deal more with it before they leave it.

4894. With regard to that going on with the subject, is that to be entrusted to a new and another authority than the authority which has brought that child up to that point. To make it quite clear, take the case of school boards with, say, some thousands of children under them who have attained the position of being as far advanced as the ordinary elementary school can carry them, and yet who are not going to leave school. Would you make it possible for the same authority that has brought them to that point to have a school which might be called a third grade school, or a higher grade school, which could usefully carry them on for the limited time that they are going to stay at school, rather than hand them over to a new set of schools conducted in a way that is new to them, under a new authority?—I do not think the handing them over to a new set of schools, conducted by a new authority, would be so disadvantageous as it seems at first sight; but on the whole I think you had better leave the children in the hands of the school board as they are now.

4895. (*Dr. Fairbairn.*) You said that private schools were better and stronger now than in 1868?—Yes.

4896. May I inquire what is your view of the causes of this improvement?—I think it is mainly due to the general stimulus given both to education and to the study of education.

4897. You would not think, therefore, that private schools, however numerous, were able to be more than subsidiary to a national system, whether of primary or Secondary Education?—I will not say that. I think it is quite conceivable that the private schools might do the whole work, but I think there would be a necessity for something like careful supervision of that work if it is to be as good as the country should obtain.

4898. In allowing scholarships to be held at private schools, do you regard the distinction that is so frequently alluded to between endowed schools and schools conducted for private profit to be really valid?—If the schools conducted for private profit are under proper supervision, I do not think there is any reason at all why they should not have exhibitions tenable there as well as at any endowed school.

4899. Is it not the case that even as regards endowed schools, they are in a sense conducted for private profit?—It is quite true that they are in

a sense conducted for private profit. There is not the least doubt about that.

4900. You spoke with regard to the American system, as to its not providing the highest literary education?—Yes.

4901. I hardly know the sense in which you use the term "system"?—I mean by "system" the provision made by law for free education up to a certain point, and also made by special legislation, as I have heard quite lately, for university education?—That system is what I meant by the American system.

4902. You did not mean to express the opinion that the American universities did not provide for the highest literary education?—Of course I was thinking only of the provision made by the system.

4903. Does not the difference between the town and country schools apply really to the home influences that surround the country boys as well as to the schools?—I think it is chiefly due to the home influences—to the influences out of school at any rate.

4904. Would this be remedied by bringing the boys into schools in the neighbourhood of towns?—They would have there a good deal of association with town boys.

4905. Is it fair to take as the type of country boys one particular neighbourhood, or two, like Devonshire and Norfolk?—I do not know how you can say more than *valeat quantum*. My object was not to indicate that there were certain localities where you had better arithmetic than in other localities, but that there were certain localities in which you had more sharpness than in other localities, and I think that a comparison of that sort is of some value. Of course I admit that it has not the same value as if the Commission had been charged to inquire into all the town schools and compare them with all the country schools.

4906. And of course the reference is to day schools?—Yes, to day schools.

4907. (*Mrs. Sidgwick.*) With regard to the practical application of this question of the advantage to country children of attending schools in large towns, is it a reason, in your Lordship's opinion, for not establishing public secondary schools in small country towns?—No; I do not count it as a reason against it. What I meant was that in determining where schools should be established this is a consideration which ought not to be lost sight of.

4908. Do you think that in some cases the advantage that children would get by going away some distance to a school would counterbalance the advantage of having a school nearer home?—There are cases where, for instance, you have to establish a school, and as far as a great number of the parents are concerned, it does not make any difference whether you put it in the country or close to a town. In such cases it is well worth while to notice that at that age boys do learn a great deal from coming nearer town and being in constant intercourse with a very large number of town children. But I did not mean more than that by any means. I did not intend that it should be taken as a rule to be followed. It would always be modified by the circumstances of particular cases.

4909. (*Chairman.*) Those results in sharpening a boy's wits, which your Lordship mentioned, would be attained only where the town was a pretty large one?—Yes.

4910. There is very little difference between a small country town and a purely rural district?—A town, say of 30,000 people, would make a difference.

4911. I suppose you would also feel that the advantage would be greatly increased by there being a certain number of day boys from the town in the school. A school which is only a boarding school, even if situated near a town, would not secure that advantage to the same extent?—No, not to the same extent.

4912. (*Mrs. Bryant.*) Has your Lordship considered whether the practice of bringing the boys from the rural districts and deliberately educating them with the town boys might not have the effect of still further increasing the tendency of the rural population to come into the towns?—There is unquestionably a danger of that sort. It tends to make the children grow up fonder of town life as compared with country life.

4913. (*Lady Frederick Cavendish.*) My Lord, it is clear, I think, that you would desire to limit free education as far as possible to elementary teaching?—Yes, I should.

4914. And it seems exceedingly difficult to draw the line with regard to what ought to be free and what ought not to be free. Would it be possible to facilitate the drawing of that line now by laying it down as a principle that elementary education, strictly so called, being a necessary process, from which all education should start (even the education of experience of life which you spoke of), should be provided by the State for the good of all?—I should like to make a rule of that sort, if it were possible, but it is too late. I mean I am quite confident you could not carry the country with you.

4915. (*Dean of Manchester.*) Dr. Wormell puts an important question to your Lordship with reference to the adoption by the county council of a private venture school, as it might be called, a certain college in the north, which has done exceedingly well, and he asked your Lordship whether it might not be possible for such a college as that to be adopted by the county council. I presume your Lordship would be of opinion that it would be necessary to take very substantial precautions in such cases as that, because, I suppose, in that particular case, or in other cases on all fours with it, a great many of the pupils resort from distant parts of the country, because of the known advantages to which your Lordship alluded, through the great capabilities of the headmaster. Those advantages might disappear, and then the county council might be landed in a difficulty. Would it not be necessary to be very careful to have a hostage in a case of that sort?—It would be necessary that the county council before it took over a school of that kind should make very clear conditions. There is not the least doubt about that.

4916. (*Dr. Wormell.*) And I take it that it would be clear that the transfer should be acceptable on all sides; that the county council, or whatever body was charged with this local duty, should be convinced that it is for the good of the community to take over the schools, and those who hold the schools should on their side be quite willing to make the transfer?—I presume that the way in which it could be done would be as follows: The proprietors of the schools would apply to the county council for permission to transfer their school to the authority of the county council, and the county council would settle a scheme for the management and government of the school exactly similar, *mutatis mutandis*, to the schemes which are usually settled for endowed schools, and in that scheme both the county council on the one side and the proprietors and authorities of the school on the other side must concur. If they concur, the scheme would go up to the central authority for ratification.

4917. And I suppose that the actual value of the freehold would be taken into account, but no such thing as an estimate of goodwill such as comes in some times in negotiations between individuals for the transfer of private schools could be taken into account in such a negotiation as that?—I presume that goodwill is certainly not to be taken into account, but the other would be a matter for the authorities to concur in.

RELATION OF MINISTER OF EDUCATION TO CENTRAL AUTHORITY.

4918. (*Chairman.*) There is one point in the evidence which you gave last week to which I will revert for a moment, referring to what you said with regard to the constitution of a central educational authority. I will read a passage from the Report of the Schools Inquiry Commission at page 633. That Report says: "If a Minister of Education should be "appointed, he would of course be the President of the Commission "for educational purposes, and it would be his duty to defend in

" Parliament the measures which the Commission submitted for approval. " In this case the Commission would have the advantage of being " supported by the whole strength of the Government. In the absence " of such a Minister, there is an advantage of a different kind to be " obtained by keeping the administration of the schools independent of " political parties." Do I understand your Lordship to adhere to the view which is expressed by the Schools Inquiry Commission, that if there was to be a Minister of Education he should be at the head of the central educational authority?—I think that the expressions used in this report that you have read pretty well indicate the view that we took of it then. That is, without deciding whether it would be a good thing or a bad thing that the Minister of Education should be the President of the central authority; we thought that it was inevitable; it was quite certain that he would be, and it was no use saying anything against it whatever we thought. I think, probably, there was a difference of opinion on the Commission as to whether it was a good thing or a bad thing, but we looked upon it as quite inevitable, and one ought to consider what should be done in case there was no such Minister. The report goes on to say: " In the absence of such " Minister there is an advantage of a different kind to be obtained by " keeping the administration of the schools independent of political " parties."

4919. The Commission thought it was inevitable that if there was a Minister of Education, he should be at the head of this body. Do you recollect whether there was a distinct balance of opinion in the Commission as to whether a Minister of Education was needed or not?—I do not think we ever discussed it. We thought these things looked as if they were tending in that direction, and it would be impossible if you had a Minister of Education to shut out from him the whole of the education of the country.

4920. The tide has no doubt flowed slowly since 1868, but would not your opinion be that the tide is still flowing, however slowly, in the direction of a Minister of Education?—Yes, I think it is still flowing in that direction.

4921. Would your own opinion be that some substantial advantage might be obtained from having such a Minister?—There are some advantages, no doubt. The disadvantage is obvious enough, namely, that you let in upon education, which ought to be a steady thing, all the fluctuations of political parties.

4922. Do you not think that there are comparatively very few points on which political parties touch educational matters?—I should not have said that, but I think it would be out of the question to exclude the appointment of a Minister of Education as things are now going. The tendency is tolerably strong and marked, although it is slow. The advantage of not having education under Parliament is, of course, that it ought to be independent of all those fluctuations of opinion, and ought to go upon higher lines than the party politics of the day.

4923. Would not that danger be somewhat less in the case of Secondary Education than it has proved to be in your Lordship's view in the case of elementary education?—Yes. That is, it would not be so probable that mischief would be done, but I think that the mischief that might be done would be greater. The risk of any mischief is less, but the mischief if done would be greater.

4924. Would not there be some educational advantages, at any rate, in having the administration of elementary education more directly connected with the administration of Secondary Education than it is now?—There would be some educational advantages, but, on the other hand, there is a little danger that connecting it very much with Secondary Education would make it rather more difficult to connect it with university education, and I think it is more important to connect it with what is above than with what is below.

4925. It has been suggested that without in the least hampering the independence of the universities, it would be an advantage to the universities if there was a Minister with whom they were a little more directly connected than they are now?—Yes, it has been suggested, and a good many people think so. I do not think so myself.

4926. Then as regards the Science and Art Department, there might be an advantage in having the Science and Art Department more directly connected with the work now done by the Education Department and the Charity Commission than is at present the case?—Yes, I think it would be an advantage.

4927. Have you any opinion to express on the suggestion which has been made by high authority, that the work of the Charity Commission might be divided into a legal and an educational side, and that, while the legal side remains as it is, the educational side might be more closely connected with the Education Department?—Yes, I think there might be advantage in that. The educational side might be more closely connected with the present Department of Education, and it would be possible also perhaps to connect it directly with the universities. The fact is, that in these matters we are always between two different purposes; the universities will always be aiming at the highest possible intellectual education, and the country will follow, at a considerable distance behind. On the other hand, the universities when they have to move are so slow that, as a lady once remarked to me about Oxford:—"You all seem to think that "you will live to be as old as Methuselah." The country, on the contrary, is inclined to go ahead very fast, and between the two we have to make the best arrangement we can.

4928. Your Lordship will not understand me as suggesting that it is desirable that the universities should be in any way subordinated to any Government Department—far from it, and I suppose you would agree that the independence of the universities is one of the most valuable features of our system?—Certainly, but I confess I did suppose that the universities were to be subordinated in some degree to the Minister of Education.

4929. No, I did not intend to convey that, and should even think that there might be advantages in connecting the universities less with politics than at present?—I understand. In the sense in which I now understand you to put it, I quite agree that it would be a very good thing if the universities were brought into closer connexion with any department of education than they are now.

4930. (*Dean of Manchester.*) Is not the objection to which your Lordship alluded very much modified by the permanent officialism of the Department. There is not that swinging of the pendulum from one side to the other consequent upon a change in the Ministry. The Education Department is a very important factor in the administration of the elementary education in the country?—Yes, it is a very large factor, no doubt, but still I think the changes are too sudden.

4931. And might be too frequent?—Yes.

4932. (*Mr. Hobhouse.*) I suppose in contemplating the bringing of Secondary as well as Primary Education under a single Minister you would deprecate Secondary Education being managed on the same centralised system as primary education?—Very much, indeed.

4933. You would think that the greatest freedom ought to be left to local bodies?—What I have been suggesting is that supposing there is a Minister of Education there would still be between him and the schools, in the first place, the county councils, and, in the second place, the governing bodies of the schools, and consequently his interference with the schools would be very much more limited.

4934. In fact you would make him only the ultimate Court of Appeal?—Yes.

4935. It was suggested to you that the educational side of the Charity Commission might be associated more closely with the Minister of Education, and not the legal side. Do you not see any objection to divorcing the two sides?—I do not quite see why there should be any objection. It is very important to ascertain how the law stands, which is what I suppose the legal side would have to look to.

4936. I take it, that what is meant is, that the side which deals with charities, as such, should not come directly under the Minister of Education; whereas, the side that deals with endowed schools should be directly subject to his control. Are there not many cases in which the fact that the Charity Commissioners deal both with endowed schools and with other charities, which in many cases need conversion, facilitates the turning of the charity into educational directions?—I suppose it does to a certain extent, but not to a very large extent, I think.

4937. You do not think that the social change would do anything to interfere with the policy you have advocated?—No, I should not think so.

4938. (*Mr. Llewellyn Smith.*) With regard to the last question put by Mr. Hobhouse, does not the divorce between the legal and the educational side already exist with regard to endowments applicable to elementary schools?—I think it only exists within the Department.

4939 I mean to say, is it not the custom of the Charity Commissioners simply to make a general scheme, devoting the proceeds of a certain charity to an elementary school within the meaning of the Elementary Education Act, and leaving all the details to be settled according to the Code?—You mean where they are dealing with elementary education.

4940. Yes?—Yes, I think that is the case.

4941. (*Mr. Lyttelton.*) Speaking broadly, have you in mind any other function of the Minister towards Secondary Education, besides being a Court of Appeal?—I do not think it would be necessary that he should have any further business in the matter in dealing with Secondary Education. I do not think it would be at all wise to gather into the hands of the Minister of Education the actual control of the schools, such, for instance, as you see in France.

4942. But short of that, would there not be some advantages in the inspectors of the larger schools and the older schools generally being appointed by the central rather than by the local bodies?—I thought that the inspectors who were to sit upon the county councils should be all appointed by the Minister or by the Crown.

4943. (*Dr. Wormell.*) And do you contemplate that those inspectors or official district examiners should form in any way an advising board to assist such Minister?—No, I do not.

4944. (*Mr. Yoxall.*) If a Minister of Education is to be created, I suppose you would prefer that it should be distinctly and nominally, as well as virtually, independent as any other portion of the Privy Council?—Yes, I should.

RELATION OF LARGER PUBLIC SCHOOLS TO LOCAL

4945. (*Chairman.*) Has your Lordship anything to add?—Might I add something which I did not take the opportunity of saying last week, but which was in my mind, and which I think of considerable importance. I wish very much to commend to the careful consideration of the Commissioners the dealing with those schools which from particular circumstances are really national, and not local; I mean the schools which really draw their scholars from nearly all England, and not from the locality in which they are placed. They require very careful consideration. It makes a great difference to such schools, whether they are placed under the county councils, as the local authority, or whether they are treated in some degree as independent; and I venture to think that the Commissioners should consider their cases quite separately. I have not any suggestion to make upon the matter at present, but I should be ready, before the Commission

is closed, if you ask me an opinion of mine upon the point, to give it. I do not mean that I can give you an opinion that will be worth very much, because it was not a question which we went into on the Schools Inquiry Commission; we rather put all such schools on one side, and did not deal with them.

4946. They were not included within the terms of the reference, I think?—The great schools were not included, but there are others besides the great schools which we did not specially consider in that way, and which I think this Commission would do well to consider, in order that you might not really injure a very important part of our present English system of education.

4947. We shall be very grateful to your Lordship for any further suggestion upon that point with which you can favour us. The remark you have made points to one of two solutions; either that the county council or other local authority, whatever it may be, should have some functions, but very limited functions, with regard to the schools lying within its area; or, that they should be subject to the jurisdiction, not of the local authority, but of any central authority that may be created?—Yes.

4948. If your Lordship is able on the spur of the moment to express an opinion, we should be glad to hear it?—I should not like to give an opinion without thinking. If you will allow me, before the Commission has finished its labours, I will send you a memorandum on the subject.

4949. (*Mr. Lyttelton.*) Would your Lordship consider that there are any practical means of determining what are the schools which fall under the designation of "National"?—I think that is a question which ultimately you will have to leave to the central authority.

4950. (*Chairman.*) We should be very glad to receive any memorandum which your Lordship may send to us, and I should like to say, on behalf of the Commission, how very greatly we are indebted to you, especially having regard to the numerous calls upon you, for the amount of time you have given to us, and for the most interesting and valuable evidence we have received from you.

The witness withdrew.

Miss E. P. HUGHES called in and examined.

4951. (*Chairman.*) I believe you are principal of the Cambridge Training College for Ladies?—Yes. The Cambridge Training College for Women Teachers is the title. I was appointed principal in 1885, and have been principal ever since.

4952. You had previously been a student at Newnham?—Yes, for four years.

4953. And I think before that at Cheltenham Ladies' College?—Yes, I was a teacher there for four years, and a scholar for one year previously.

FUNCTIONS OF A TRAINING COLLEGE.

4954. Will you kindly give us your views as to the function which a college for the training of women teachers should discharge?—I think a training college can do the four following things, and I think it is desirable for the education of the country that it should be expected to do those four things. First of all it should help in keeping out badly educated and inefficient teachers; secondly, of course it ought to help to produce good teachers; thirdly, it ought to help to find out for each individual student the particular kind of educational work for which she is most fitted. My experience is that many of my students come up with wrongly conceived ideas of the kind of educational work for which they are most fitted, and very often their course with us shows them that those ideas were incorrect. Fourthly, I think the college ought to be a centre of educational information and inspiration, and also to some extent a centre for educational experimenting.

4955. Referring to the first of those four things, in what way do you think a college may work for the purpose of keeping out badly educated and inefficient teachers?—I think that by being exceedingly careful with regard to the admission to the college it can keep out those who are physically unfit and those who are mentally unfit.

4956. It can keep them out of the college?—Yes.

4957. But in what sense can it keep them out of the profession?—Obviously, if the training college is particular as to those who are to be admitted they are doing something to affect those who will probably take prominent positions in the educational world.

4958. That is to say, if it became established either by law or general custom that no one was to be allowed to teach, or at any rate to take any important post, unless he or she had passed through a training college, then training colleges might discharge the function you suggest?—Yes.

4959. Would you be inclined yourself to limit the profession of teaching in that way to persons who had passed through a training college?—Not at present, decidedly.

4960. But it would be the ideal you would set before yourself for ultimate attainment?—Yes, I think so.

4961. How far do you consider that teaching is an art which is capable of being taught?—I think a considerable part of it can be taught or rather learnt most satisfactorily in a training college.

4962. We will take the question in two sides. In what sense do you conceive that there exists a science of education?—It exists to a considerable extent.

4963. Will you please explain your views?—There is a great deal that can be learnt by experience, that can also be learnt by gaining a certain amount of knowledge of the sciences which underlie the art of education, and I think that when it can be gained in this way it is infinitely better than when it is gained by experience. I am well aware that there is some part of teaching which can only be gained by experience.

4964. You would say that it may be regarded as being a branch of practical psychology, so to speak?—Yes.

4965. Psychology applied for a practical purpose?—Yes.

4966. Will you indicate to us some of the general principles or rules which you conceive to be parts of this science of education, for the sake of illustrating what you mean?—As a practical teacher I know that I cannot succeed as a teacher until I have aroused the attention of every member of my class. As a student of psychology I have learnt a great deal to help me to gain the attention, and to retain the attention, of my class. It is true that from experience only I should have learnt a part of that, but I learnt it in a much more satisfactory way in the lecture room of the college lecturer.

4967. That is to say, by understanding what the nature of attention, as a mental habit, is, and the conditions which accompany it?—Yes.

4968. Would you say the same thing about the laws of association, for instance?—Distinctly so.

4969. And would you say that mental phenomena of that kind do furnish the basis of the science of education?—Yes. I had taught myself for four years before I learnt any theoretical psychology, and when I came to Cambridge and studied psychology I was constantly understanding very much better the art of teaching as a result.

4970. And you were finding in fact illustrations in the practice of your teaching of what you had been taught as general psychological propositions?—Yes. I was understanding a good many things that I had found out by experience, and as a result of psychological knowledge was able to put them in such a way that other people could benefit by my experience.

4971. Would you say the same of what may be said to belong to the ethical side of education—that is, those parts of education which are concerned rather with the formation of moral aptitudes and rules of conduct. Would you say that in that respect also there are certain general rules which ethics looked at practically might teach us and which might be made available for educational purposes?—Distinctly, I think the study of elementary ethics is of the greatest possible value to a teacher.

COURSE OF INSTRUCTION DESIRABLE.

4972. We may now go to the practical application of this theory to education as an art. Would you give us an outline of what you conceive to be the course of instruction in teaching as an art that a training college ought to provide. I do not mean necessarily a complete view, but a sort of general outline of the kind of things which you think ought to be included in such a course?—First of all a certain amount of pure psychology applied to education; the same with elementary logic, and the same with ethics. In addition to that, some knowledge of the organisation of schools, and also something of the history of education.

4973. For the sake, I suppose, of accustoming the teacher to know what different theories have been held, and how it has been attempted to apply them?—And partly the inspiration of knowing something about other teachers—great teachers. Also a certain amount of method, though I am inclined to think that if we give a good deal of the theory of education we need not give them very much detailed method. That I think would include all the chief parts of the theory. Then of course there would be the practical parts as well.

4974. By the practical parts you mean, I suppose, practical teaching under the eye of the teacher, and also watching the teacher teach?—Yes, actually, teaching and watching teaching.

4975. All those, I suppose, are carried out at your college?—Yes.

4976. About how much do you give in the way of instruction, first on the theoretical side, and then on the practical side?—Do you mean the number of hours per day?

4977. Both. Will you give us the number of hours per day and the length of the course?—The students are with us for 30 weeks. Our first course consisted of 24 weeks, but we found that too short. Since then it has been always 30 weeks. Practically, I find that if our students are well educated when they come to us, we can do all that a training college need be expected to do in the 30 weeks. But our course is, I believe, shorter than that of other training colleges.

4978. Thirty weeks you consider to be the complete course?—Yes, quite complete.

4979. Do you know how long the courses are in Germany and France, where these things have been elaborately worked out?—I do not know the exact number of weeks. I believe that in every case in France they join together education and training, and therefore their course would be very considerably longer than ours. Of course ours is only training.

4980. You mean that in France they give general education as well?—Yes, general education and training.

4981. While the theoretical work is proceeding is the practical work proceeding also?—Yes, they both go on together. The students have a certain amount of theory first. If they have not taught before they come to me, they do not, as a rule, teach for the first four or five weeks—sometimes six weeks; but after that they teach and study the theory together.

4982. You mean they actually teach themselves, and also are present at the teaching of those from whom they are to learn?—Yes.

4983. Have you been able to notice a substantial improvement in their teaching while the course is proceeding?—Yes; I believed very much in training when I began the college, but I believe in it a great deal more now, after nine years' experience. I am myself surprised to notice how much some of the students improve in 30 weeks.

4984. I suppose you find some of whom you are soon able to say that they do not possess the gift of teaching at all?—I have been surprised that we have found so few. We advised four students to leave at the end of the first term because of weak health, and two other students were such poor teachers that I persuaded them never to teach. But with those six exceptions, I do not think we have had anybody who was really hopeless.

4985. But apart from the purely intellectual capacity which goes to teaching, you would say, would you not, that both sympathy and patience are necessary in teaching?—Yes.

4986. Would you not expect to find that there were some persons in whom neither patience nor sympathy were sufficiently developed?—I expected to find a larger number come to the college, but I have not found a large number.

4987. Then do you think that in some cases patience may be taught?—I think it may be developed.

4988. Developed under instruction and counsel?—Yes. A good many of my students, when they have come to me, have taught before, and some of them have not felt the slightest interest in teaching, and have confessed to me frankly that they hated the idea of being a teacher. I am glad to say that I do not know of a single student who has left the college with that feeling.

4989. Can you tell us how many have passed through the college altogether?—There are 48 in residence at present. Including those in residence, there are 283 who have been my students.

4990. You receive them, I suppose, at any age above 18?—Yes.

4991. But I understand you require that they shall have passed through a satisfactory general education before they come?—For the time being we accept the requirement for entrance demanded by the Cambridge examination for teachers. I do not know that that is an ideal list of qualifications, but for the time being we have accepted it.

4992. Have you the same course of the science and art of education for all, or do you have courses differentiated with a view to the particular kind of subjects in which the teacher feels her capacity, and to the teaching of which she proposes to devote her life. Have you courses for those who intend to teach what are called literary subjects, and courses for those who intend to teach what are called mathematical and scientific subjects?—Partly because of the special conditions of our college in Cambridge, we have departed from the ordinary practice in training colleges, and we have made our course very elastic. Each student, when she comes to the training college, gives me a detailed list of what she has done in the way of examinations and what subjects she feels she can teach. That list is always at hand, and she is never required to teach any subject about which she knows very little. As far as possible, from the very beginning, we try to make the student understand what we are trying to do in training them, and as far as possible we put the training into their own hands. Some of the lectures given are optional, and the students may attend them or not as they please. They soon find out which it is advisable they should attend. Some, of course, are compulsory. As regards the practical work, even in their first term the students decide themselves to some extent what lessons they shall give and in what schools they shall teach. In the third term they have a great deal to say upon the matter. If, at the end of the second term, a student does not know what she wants, I feel that we have somehow failed in her training.

4993. In the second and third term it would usually happen, would it not, that the student was taking her practical training in a particular subject or group of subjects?—Yes.

4994. So that if a teacher intended to go to practical science she would be occupied with that?—Yes. My experience is that it is better that in the first term the teacher shall teach in the subjects and under those conditions which she finds to be the easiest. It very often happens that

college students find it easier to teach comparatively advanced subjects to older girls.

4995. Eliminating for a moment the amount of knowledge a teacher possesses, would you not say generally that it is more difficult to teach elementary subjects to young children than to teach advanced subjects to advanced pupils?—I think it depends entirely upon whether you know very much about children. I found it easier teaching little children at first.

4996. But you know that there are people at any rate of whom the opposite is true?—Yes. Then I say to them, "Choose what kind of "subject you think you will find it easiest to teach, and when you have "got a little accustomed to the art of teaching under the easiest possible "conditions, have as much variety as possible."

4997. But I do not understand that under the term "easiest possible conditions" you include the teaching of young children?—No. I think I was rather exceptional in that.

4998. I gather, then, that as far as the practical work goes the student usually occupies herself in teaching the subject that she has a particular taste for. How far on the theoretical side have you courses of lectures which are specially directed to the teaching of particular subjects: or are your general theoretical subjects directed to those principles of teaching which are common to all subjects?—For instance, in science we have first of all four or five lectures on the general principles of science teaching, which I think all teachers ought to know whether they teach science or not.

4999. These would be followed, then, by those persons who were going to teach literary subjects?—Yes. They are lectures simply on the general principles: there are no details and no reference to any scientific knowledge that the students would not possess themselves. Then after that the class is limited by being made optional to those who are going to teach science alone.

5000. So that you have classes which are intended for those who are going to teach particular subjects?—Yes.

5001. What is your distribution of subjects?—We divide our subjects under four heads chiefly: the humanities, history, literature, and geography; mathematics, languages, and sciences. But as regards science we insist upon every student taking a certain number of object lessons, because that does not pre-suppose a great knowledge of science.

5002. Under the head of science you include botany and geology, and also sciences into which a mathematical element enters, like mechanics and physics generally?—Yes.

5003. And your experience confirms this quadruple division as being one of practical convenience?—Yes, I think so.

5004. Do you find that as a rule the same person has a gift for teaching every subject, or on the other hand, that the gift of teaching is frequently specifically confined to one particular subject or group of subjects. Of course I know there are cases both ways, but speaking generally is it the case that the gift of teaching *per se* is one which is applicable to all subjects, or is it one which, accompanying a talent for studying a particular subject, manifests itself only in that subject or in cognate subjects?—I think if a student has a particular talent for teaching she can probably teach well all subjects that she knows, but when the instinct for teaching is not so strong, she is often quite good in teaching certain branches and decidedly not good in others.

5005. Can you give us any general rough estimate of the extent to which one or other case predominates. I mean what proportion is borne by those who have the general talent for teaching and those who have the talent for teaching one particular subject or group of subjects only?—I am inclined to think that our students are rather picked in this way. A large number of them have taught before, and as a rule those who have

come to us who have taught before have been more or less failures, and they have been more or less damaged by their failure.

5006. Do you mean that they have got into bad habits?—Not only that, but they have become disheartened, which is worse than getting into bad habits. It takes a longer time to recover from failure than it does to correct bad habits. 133 students had taught before.

5007. But some of those only for a short time, perhaps?—Sometimes it was so, but occasionally for a long time. Often as much as 10 years. In addition to the 133, 27 have been student teachers. Some of the 133 were student teachers first and then taught as full teachers.

5008. I rather desired to invite your opinion upon the question of whether there is such a thing as a specific gift and capacity for teaching? —Do you mean for all subjects?

5009. Yes. Are there a considerable number of people in whom you find that specific gift present?—There is a minority.

5010. A minority even of those that come to you?—Yes, distinctly so. If I find half a dozen in the 48 I think it is going to be a good year.

5011. Are you able to connect the presence of this specific gift with anything that may be called an anthropological feature. I ask you that question because it has been said that there are certain parts of the British Isles whose inhabitants possess the gift of teaching in a higher degree than do the inhabitants of other parts?—I am myself a Welsh woman. I am inclined to think that there are certain characteristics which are more common among Celts than among Teutons.

5012. I have often heard it suggested that, with regard to some of the Celtic portions of the United Kingdom, the proportion of good teachers they produce is larger than that of the more purely Germanic?—I should have thought it was so, and that there are several characteristics useful in teaching which are characteristic of the Celtic race. For instance, there is their capacity for understanding the standpoint of another person very quickly.

5013. What may be called intellectual sympathy?—Yes.

5014. Has it come within the scope of your observation that that quality is frequently present among the Irish?—I have had five or six Irish students, but several of those were not really Celtic Irish, and I could scarcely judge. Of course I know more about Welsh teachers. I have had some Welsh students who were not good teachers, but I still hold to my theory that the Celt has certain advantages which count very much in teaching.

5015. Now, will you mention what other arrangements besides these theoretical courses and these practical classes you have in your college for the training of teachers?—Might I explain also about the practical work? I simply stated what we generally do the first term, and I should like to explain what we do the second and third. In the first term the students teach what they think is most easy for them to teach, and get accustomed to the art of teaching. In the second term I advise them to have the greatest possible variety, to teach children of all grades, and as many subjects as they really honestly can teach, so that they may find out for themselves what are their weaknesses as teachers and what are their strong points, and also what kind of work they are really most fitted for. I think at the end of the second term they ought to know. In the third term they concentrate their attention on doing the kind of teaching that they mean to do when they leave us, and also the kind of teaching which will lead them to eradicate their faults.

5016. Can you tell us what proportion of time is given to the theoretical and practical parts of the work respectively?—The students are supposed to work each day from six to seven hours, including everything. I do not wish them to do more, and I do not think that practically they do more. I hope not at any rate.

5017. Your experience would be that in topics of this kind, which impose a considerable strain upon the brain, that would be quite enough?—Quite. The delicate should spend six hours as a maximum. A strong and vigorous woman might do the seven, but not more.

5018. You do not expect them to go on with their general education at the same time?—No, although I find that they very often have to spend more time in getting up the material of a lesson than they ought to spend. That arises, probably, from inferior education.

5019. Still your entrance examination does exclude those whom you would think insufficiently prepared?—I should like our entrance examination to be a good deal stiffer than it is.

5020. In that case, would you not be afraid of excluding persons who might have the specific gift of teaching that you have described?—No. I should wish those people particularly to have a good education before they begin to get trained.

5021. But in that case you would like, perhaps, to have a larger provision than exists now to enable them to get that education?—Yes.

5022. Because the provisions in the way of scholarships and exhibitions open to women are very limited?—Yes, distressingly so.

5023. You have had cases where much more assistance is required than now exists?—Yes, that is constantly brought before me in the most striking ways.

5024. Perhaps you will be good enough to send the Commission information with regard to your syllabuses?—Yes. I should like to point out that the particular requirement of each student is taken into consideration. Sometimes a student has taught successfully before she comes to us. I am thinking now of an instance where a student has been headmistress of a private school, and a successful headmistress. She felt she was getting into a groove. She heard about our training course, and she came to us. In her case obviously it would be a waste of time for her to do the same practical work which the other students would have to do. That is an extreme case of course, but I mention it to show that the requirements of each student are taken into account. Of course it means a great deal of time, and an enormous amount of organisation, but I think it is worth the trouble; at any rate that is my experience. In that respect we have departed from the ordinary course of training colleges.

5025. Cases of that kind where a headmistress would drop her school and come for instruction are comparatively rare, I suppose?—Yes, but there is an enormous difference in the students who come up to me.

5026. Are the lectures given by professors and tutors in the university, or are they mainly given by members of your own staff?—We attend the courses given for the university students. There are generally three courses each year, but sometimes only two; one on psychology applied to education, one on the history of education, and the other, which is not always given, on the practice of education. We attend those three courses, but those are not nearly enough. Other lectures and exercises are given in the college.

5027. By whom?—By our own resident staff, by one non-resident lecturer, and by a good many university friends.

5028. In the other course you include a certain amount of theoretical work as well as practical?—Yes.

5029. I suppose you would agree that the theoretical instruction, so far as it is based upon psychology and ethics, should be the same for all teachers whether they were going to give elementary or secondary instruction?—Largely the same. I think a secondary teacher, because she is better educated, or as she is not always better educated, I will say in so far as she is better educated is capable of a better training.

5030 You mean she is capable of taking a higher place as a teacher?—Yes.

5031. Yes. But would your idea of the course of instruction for her in this science and art of education be in its outline at least substantially the same as that which you would give to an elementary teacher?—In outline it would be the same, but there would be a difference.

5032. Would you indicate the nature of the difference?—I think one difference is this. If you have well-educated students, or students who have had a given amount of education, I think you are able to give them much more of the general principles of the art, and leave to them the application of those principles. For example, you need not give them as much of the details of method.

5033. Is not that rather a difference between the greater or smaller amount of education which the student herself possesses when she comes into your hands, than a difference turning on the use she is in future to make of her teaching power. You can easily assume a person who is going to be a teacher in an elementary school to be better educated than a teacher who is going to be in a secondary school?—Certainly.

5034. In that case would the theoretical or scientific instruction which you were going to give be the same for the person who was going to teach in an elementary school as for the person who was going to teach in the secondary school?—Certainly. I am glad to say that certain of my own students have gone into the elementary work. In nearly every case they had no intention of doing so when they come to me. For instance, at present we have two students who are at the head of elementary training colleges, and we have no less than nine who are lecturers in elementary training colleges, and three who are engaged in other parts of elementary work.

5035. I am sorry to have to revert to the point again, but I want to have quite clear your opinion on the question whether, assuming the capacity and the knowledge of the student to be the same, you would have a different theoretical course for a student who was going to teach ultimately in secondary schools from that which you would have for the student who was going to teach ultimately in the elementary school?—If they had had a similar education I would train them together, and I think it would be an immense advantage to train them together if they were going to teach in secondary and elementary schools. It is the kind of education they have received rather than the sphere to which they go, which would affect their training.

5036. Or rather the amount of education which they possess when they come into your hands?—Yes.

COST OF TRAINING.

5037. What do you consider to be the cost of maintaining a college of this kind. What fee is it found necessary to charge these students in order to defray the current expenses of the college?—We charge at present 60*l.* and 70*l.*

5038. (*Mr. Cockburn.*) Is that for the 30 weeks?—Yes.

5039. (*Chairman.*) In what case is it 60*l.*, and in what case is it 70*l.*?—If two students share a room it is 60*l.*; if they have a room to themselves it is 70*l.* We have practically no extras of any kind.

5040. (*Dean of Manchester.*) Do you mean a study or a bedroom?—A bedroom study, and there is also of course a library where they can study if they choose.

5041. Have you any exhibitions or studentships?—We have one of 25*l.* given by the Gilchrist Trust.

5042. Is it competed for at entrance?—No, it is only open to graduates, and we choose amongst those the graduate who has done best in her degree examination.

5043. When you say it is open to graduates you mean persons who have graduated in Cambridge, I presume?—Yes. It is open to any graduate, or those who have taken the degree examination.

5044. (*Mrs. Bryant.*) You do not mean of Cambridge only?—No.

5045. (*Chairman.*) It would include those who had passed similar examinations at Oxford or London?—Yes.

5046. Are there any students at the college who have exhibitions or scholarships from other places?—I do not think there is anybody this year. Occasionally students have had a small scholarship from their own school, when they were free to choose any training college, and they have happened to come to us, and we had, I think, three times scholars holding scholarships from the College of Preceptors.

5047. I suppose one may take it that these sums of 60*l.* and 70*l.* enable you to defray the expenses of the college and the provision of instruction largely because a great deal of the teaching is given at less than its market value by persons who sympathise with the object?—I think that must be said to be partly true.

5048. If you had to go into the market and endeavour to obtain a teacher in the ordinary way, you would not be able to get the same teachers, would you?—I am inclined to think that a college of 50 students paying on an average of 65*l.* a year ought to pay.

5049. That is to say, in Cambridge you could get on a scale of fees of that kind the services of most competent lecturers?—I think we could manage it at 65*l.* a year for 50 students.

5050. (*Mr. Cockburn.*) Independent of voluntary help?—Yes.

5051. (*Dean of Manchester.*) Some of the lecturers are honorary, are they not?—Yes, but on the other hand, a majority of the students are now paying only 60*l.*, so we have not got an average of 65*l.*

5052. (*Mrs. Bryant.*) I should like to have the details showing how that expenditure of your college is made up?—It is not exactly the expenditure of our college.

5053. I will say the ideal college?—I have suggested 50 students at 65*l.* a year. I have put down rent 500*l.* At present our rent at Cambridge, where we are doing things very extravagantly with seven different houses, and rent in Cambridge being high, comes to 470*l.*, so I have put it at 500*l.* Then I have put repairs 100*l.*, and housekeeping 1,400*l.* Then I have put down the principal a salary of 300*l.*, of course with residence. The vice-principal 150*l.* with residence. Three resident lecturers 100*l.* each with residence. Outside extra lecturers 260*l.* Then I have allowed 250*l.* for improvements.

5054. How does that differ from your actual expenditure?—I will give you roughly our expenses from Michaelmas 1891 to Michaelmas 1892: tuition 750*l.*, rent 470*l.*, repairs 70*l.*, housekeeping 1,250*l.*

5055. And salaries?—That is included under the head of "tuition."

5056. In the case that you put, it is about 250*l.* more?—Yes.

5057. Then you pay about 250*l.* less than you ought to pay?—Yes.

5058. As a matter of fact you have saved on the annual expenditure toward building?—Yes, we sent up 150*l.* to the building fund in the year 1892-93, and in the year 1891-92 we spent 200*l.* on extra furniture, which was an extra expense.

5059. (*Chairman.*) Were the buildings purchased by the college itself or were they given to you?—We have had 5,000*l.* given to us, and we raised 4,000*l.* in debentures, and that will practically cover it.

5060. So that to the extent of five-ninths of the buildings they have been provided as a donation to start with?—Those are only beginning to be built now. At present we are living in seven houses.

5061. (*Dean of Manchester.*) Have you to pay for those houses now?—Yes, our rent of 470*l.*

5062. (*Chairman.*) You pay your own way with regard to rent?—Yes.

5063. So that practically, even as regards lodging, the college is entirely self-supporting?—From the very beginning. A certain small amount was guaranteed to us the first year, and a small amount was actually paid, but we have paid our way and got the additional furniture as the college has grown. The first year there were only 14 students, but it has grown steadily ever since.

5064. When you have your permanent buildings you expect that the cost will have been roughly a little more than half defrayed by subscription?—Yes.

5065. To that extent therefore your financial position will be easier than it has been in the past?—Yes. Then we shall be able to raise the salaries of the officials, which are at present very low.

5066. Is there any further statement you have to make with regard to the special characteristics of the Cambridge Training College?—I should like to make a few further remarks about that. I have already emphasised the fact that we give a considerable amount of liberty to our students. I should also like to say that we are particularly careful to treat them as college students. For example, they are not required, as is the rule in some other secondary training colleges, when they attend a lecture, to take rough notes at the lectures, laboriously write out the notes in full afterwards, and have them corrected by the college staff. That is significant of the difference in our treatment.

5067. (*Mrs. Sidgwick.*) By college students you mean students at the universities?—Yes, so that if they have been university graduates before they come to us, they will practically be treated in the same way as they have already been treated.

5068. (*Chairman.*) Can you tell us how many are graduates now, including in the word "graduates" those who have passed an examination equivalent to a degree examination?—I will give them separately. Out of 283 students, including those in residence at present, 52 have taken degrees. That means London degrees, Irish degrees, or Victoria University degrees: 11 have taken either a tripos or the Oxford examination equivalent to a degree. There are 86 who have had something like a college education. For example, if a student has spent two years at Newnham but has not got her tripos we put her down as included under the head of "college education," but not under "tripos." So that out of 283 students, 86 have practically had something like a college education before they come to us. We give our own students a great variety in practice. I think at present we give them a greater variety than they are offered anywhere else, not only in actual lesson giving, but in other ways. We give them a certain amount of practice in lecturing.

5069. Lecturing as opposed to class teaching?—Yes, every student has to give one lecture to the college, and if there is any probability that she will have to lecture after she leaves, she will have to give several lectures.

5070. Does she lecture to her fellow students?—Yes.

5071. Does she not find that a severe ordeal?—Yes, she does, but it is very good for her, though. In addition to that we are asked occasionally by various workmen's clubs and societies of that kind in Cambridge to provide students to give lectures, so that we get a good deal of practice.

5072. With regard to the class teaching, do your students go out into the elementary schools or secondary schools at Cambridge, or do you have classes brought into the college for practising?—We go out. As regards boys' schools, there is a preparatory school for the big public schools where they have boys up to the age of 14. We teach there. Then we teach in the grammar school for boys. In fact Forms 1 and 2 are now staffed by us, and are to some extent under my control. Then there is a preparatory school for non-university children, where we also teach, and lastly, there is a national school for boys where we teach.

5073. The national school, I suppose, is what you call an elementary voluntary school?—Yes. We have no board schools in Cambridge. As regards girls' schools, we teach in the Perse Girls' School. Then there are four private schools of very different kinds of type. We teach in two very admirable higher grade schools which are more like middle class schools than elementary schools. There are altogether about 700 children in the two. That is our chief practising ground. We also teach in a national school for girls, and we teach also in a mixed school for the children of university people, kindergarten, transition, and preparatory.

5074. That is for young children?—Yes, but it is mixed. We have also two continuation schools which we manage entirely ourselves. Those are evening schools of course. We have also an evening school under a county council during the winter season.

5075. Do your students or does the college receive any payment on results for this educational work which you do in these schools?—In the Perse Grammar School for Boys, where two old students of ours are in charge of Forms 1 and 2, they get their salaries, but in the other cases we get nothing. To some of these schools we have been invited. At first we had to ask permission. In some cases we have been offered money, and refused it. I think the relation between myself and the heads of the schools at present is more desirable than if money passed between us, and probably they think so also.

5076. You feel that gives an amount of freedom, the advantages of which would not be counterbalanced by the additional sum the college might receive?—Yes.

5077. When you say that two of your students are in charge of two forms in the Perse Grammar School, I suppose they are no longer your students?—No; they happen still to live with me, but they are no longer our students. I think one characteristic of our college is to pay special attention to elocution. We study it, perhaps, more than any other colleges do. And we make an especial point of learning a good deal as to what is being done in regard to education in foreign countries. We do not give our instruction solely or, perhaps, even chiefly in the form of lectures, which I believe is the ordinary plan. We use other devices which I think are more suitable for those who are to become teachers. I will give an example of what I mean: Once a week the students give me problems to answer as a change from the many problems I give them. Then we have no model lessons in the ordinary sense of the word. The staff of the college are not in the habit of giving model lessons for the students to hear, but during the vacation I arrange for my students to go to the high schools near their homes, and hear teachers under more natural conditions.

5078. Is the reason why you do not have model lessons that you consider they are too artificial?—That is one reason. Another reason is, that I am afraid that, in spite of all our efforts, the students are rather inclined to copy us blindly. We have no criticism lessons in the technical sense, that is to say, the students are not collected together once a week to have two or three students give a lesson in front of them. Our criticism is much more general and much more informal, and very often the person who is giving the lesson criticises herself to begin with. We have no practising school of our own.

5079. You do not regret the absence of it?—I did at first, but I do not now at all. I think we gain by the absence of it, and, of course, I am infinitely freer by not having any school for which I am responsible. We have also what we call teaching exercises, which are a preparation for teaching before the students actually teach. I think those are the chief points where we differ from some of the other colleges.

5080. (*Dean of Manchester.*) What is the length of the whole course?—Thirty weeks.

5081. But that is not the whole training, is it?—Yes, it is, and I am inclined to think that we do actually more training in those 30 weeks than

is done in an ordinary elementary college where they educate and train for two years.

5082. What will the future accommodation for your college be?—We are now building for 40 students in our new building. We shall therefore be obliged to keep on one house for the 10 extra students.

5083. Up to what limit of accommodation would you like yourself to go if you had the means?—Only to 50, because if the students are with me only 30 weeks, and are trained in the particular way in which we train them, treating each student as an individual, it is necessary that I should know each of my students most intimately. I cannot undertake to learn to know more than 50 people in the 30 weeks.

5084. You spoke of one exhibition that you have. Do you think it is desirable that you should have more?—Yes, I should like two or three dozen.

5085. Because you think you would be able to get girls who otherwise would not be able to enjoy the advantages of your college?—Yes. Very often well-educated women write to me to say, "Is there nothing that we "can do to earn money at Cambridge, so that we might be trained." I say, "No, as I only have you for 30 weeks, I must have all your energies."

5086. Have you ever thought of any scheme by which you might obtain those exhibitions?—No, I have been too busy about other things.

5087. But you would be glad if a scheme could be devised?—Yes.

5088. Cannot the Gilchrist trustees give you any other?—No. I have asked if they could give me a second, and they cannot, or will not.

5089. I suppose you feel that your work is invaluable, and that you ought to have every advantage?—Yes.

5090. You said that some of the girls prefer to go to elementary schools?—Yes.

5091. What was the inducement?—They did not know anything about it till they came to me, and had the opportunity of seeing the inside of elementary schools. I think they were chiefly attracted by the thought of how much work there was there for an educated cultured lady. I am glad to say that I think, without one exception, the students who have gone from me into elementary work have not been anything else but successes.

5092. I suppose you know there was a similar effort made in the south of England?—Yes.

5093. Which, I think, was not quite successful?—No.

5094. (*Mr. Cockburn.*) Have you any girls who have recently gone into elementary school work?—Yes, we had one student who went under the Birmingham Board, I think it was the seventh standard which she taught, or the ex-seventh. Then, after a short time, she was offered a post at the pupil teachers' centre there, where she is still. I think she had some idea of going to elementary work before she came to us.

5095. Then she is not in an elementary school now. Is she the only instance you have?—No. There was another girl who went into an elementary school at Newcastle.

5096. I understood you to say that there were three of them, and that they went into elementary work chiefly because they thought they might be of very great service. But one, it seems, has gone to a pupil teachers' centre?—She did not go to the pupil teachers' centre from us. She went to an ordinary elementary school. Then a third girl went to a national school in the country.

5097. And those are three out of 283?—The 283 include the 48 students who are in residence now.

5098. (*Dean of Manchester.*) It is rather a school board question, but have you ever thought how very serviceable such teachers as your students

might be in pupil teacher centres, because then they would have very great influence over the students?—A student from our college went to a pupil teachers' centre in London, and stayed there for some time; but she did not altogether like the work. She went into it with a great deal of enthusiasm, but she found the large classes and other points about it were not very attractive, and she has now passed into high school work.

5099. (*Lady Frederick Cavendish.*) Do you follow up the history of your students after they have left you?—As far as I can.

5100. Can you tell us if they go into good positions in high schools very generally when they leave you?—Out of the students who have left me I think there are exactly now 111 in high schools; but some of those are in Cape Colony in a high school there.

5101. Can you give me an analysis of those who have left you?—I can roughly; but there are four or five that I am not quite sure about. Out of the students who have left me, nine have married, and have therefore passed out of the profession. One is dead; four have become headmistresses; three have become heads of secondary training colleges or departments; three are lecturers in secondary training colleges; two are heads of elementary training departments; and nine are lecturers in elementary training colleges; 111 are in high schools, including a certain small number in Africa; one in India in a high school there; and one also in the United States; 26 are in private posts of various kinds; two are living at home, and are not able to leave home for private reasons; one is preparing to be a missionary; four are studying at present; two are at Somerville, or at any rate one is there, and another is just going; another is at Bangor, one at Firth College; three are travelling abroad; three are teaching at boys' schools; one is organising secretary to a county council; one is sub-editor in the Correspondence College; one is working at the Bermondsey Settlement; two have been lecturing for county councils; and two, as far as I know, at present are unemployed.

5102. Is it your opinion, taking them all round, that they are generally giving satisfaction in their different posts?—Three or four years after we started, we did what I thought at the time was a very dangerous thing. I was asked by my council, and though I thought it was undesirable, I did not exactly like to refuse, to write to every headmistress who had ever had a student from us, and inquire as to their success. Of course the drawback to that is that a headmistress will sometimes say: "The student "you have sent us is very good, but I feel quite sure she would have been "good without training." Then if she is bad, it is occasionally put down to training. I wrote to every headmistress who had had students from us. In only two or three cases were the answers not satisfactory. But on the whole the council thought the replies exceedingly encouraging.

5103. Do they leave you to go as teachers to little children, or do they go in greater numbers to the higher forms?—It depends entirely upon what their education has been before they came to me. I send round to every headmistress of a girls' secondary public school a list of the students, with their educational qualifications, and the headmistresses know by my list whether I have anybody with the qualifications that they require for the posts they have to offer.

5104. Do any large number of students come from the university after taking the tripos?—A comparatively small number; as you will see by the list I gave. There are only 11 who took a tripos, and one came from Oxford.

5105. Would you desire that there should be more pass through the university?—Yes; our college was originally started to train those who had been graduates.

5106. But because of the expense you can hardly expect large numbers?—Not until there is some arrangement by which we can be helped.

5107. The expense is a great bar?—Yes; but that is not the only reason.

5108. (*Mrs. Sidgwick.*) Do you not think that the expense of four years' training at, say, 70*l.* a year, with the prospect of earning a salary of 120*l.* a year, is the sole reason? Do you think there is any other reason?—Yes; I think there is a very strong prejudice felt against training, because people do not quite understand how very much training has altered, and is altering, and how much more suitable it is at present to well-educated women than it was some years ago.

5109. (*Lady Frederick Cavendish.*) I think you alluded to some method of keeping out at the entrance those who have not got it in them to teach?—It is impossible to keep them out at the beginning. We can only keep out those who are mentally unfit, because our only entrance examination is a mental one, having passed certain examinations. If I do not think they can ever become good teachers I think I ought to be able to detect it at the end of the first term.

5110. Then you can get rid of them?—Then I should advise them strongly at work at something else.

5111. Do you feel that your work is a good deal handicapped by girls coming to you who have not got it in them to teach?—No, I do not feel that. I should say that amongst those who come to me a small minority are born teachers, and would probably become good teachers under any circumstances. But I think we help them to become good teachers much more easily than they would otherwise, and not at the expense of the children.

5112. I was agreeably surprised to find that you said that many who come to you thoroughly disliking the idea of the profession, left you with enthusiasm for it?—As a rule those who strongly object to teaching are those who have taught under bad conditions, not knowing how to do it.

5113. Have you a large proportion who have done so?—A considerable number have taught before. I have only had 123 out of 283 who have had no experience at all before they came to me.

5114. What religious instruction have you in your college, and what religious instruction do the students learn to impart?—We give no religious instruction at all. We have prayers, as unsectarian as I can make them, and attendance at those prayers is of course optional. Practically Catholics, if we have any, generally stay out, and once a Jewess preferred to stay out.

5115. Are they not taught to give scriptural instruction?—No, and for this reason. We have all possible creeds, and I cannot allow them to give religious instruction in the schools. Many of the schools where we teach are Church of England schools, and they would object, reasonably I think, to those students who are not members of the Church of England giving religious instruction in the schools; and as our college is unsectarian I insist that no distinction shall be made between those who are members of the Church of England and those who are not. I have been asked in two instances whether we would take religious instruction. I pointed out the difficulty, and the headmistress said she would be willing to allow any students I appointed to give the religious instruction, but I said that it might place us in a good many difficulties, and declined.

5116. (*Mrs. Sidgwick.*) You consider that 30 weeks is quite the minimum time for your course?—I think so, but I think it can be done in that time. I think 30 weeks is the minimum. We have tried 24 weeks. I was not nearly so skilled then, and I could probably do more now in 24 weeks than when we tried it, but I do not think it is enough.

5117. You do not think it is desirable to lessen the cost of educational preparation in that way?—No. I have thought very seriously over it for the sake of those who have taken degrees, and I do not think so. If they do it at all it ought to be done thoroughly, and I do not think it can be done thoroughly under 30 weeks.

5118. You prefer that your pupils should come to you after they have taken a degree rather than before?—Infinitely. I think one of the most fatal of the mistakes that have been made in the training is to attempt to carry on both at the same time.

5119. You would not wish students to begin the theoretical part of their training while reading for their degree, and then to go on to the practical part afterwards?—I think it is of the greatest possible importance to have the two parts together.

5120. You mean the practical and the theoretical?—Yes. The theoretical does not mean quite the same to them, if they are not in actual work at the same time. For example, if they learn a general principle of teaching at a lecture in the college, it is of the utmost advantage for them to have the opportunity of applying it themselves, or seeing other people apply it during the next two or three days.

5121. So that you would deprecate the idea of their taking the theoretical course at the university, and then coming on to you afterwards?—Yes.

5122. Do you approve of the system of student teachers as a method of training?—"Student teachers," I find, means one of three things, and my answer depends very much upon what kind of student teacher you mean. It may mean that the headmistress picks out some of her better girls, gives them no teaching work to do, but calls them student teachers. They are not teachers. Sometimes it means they do the least interesting part of teaching, such as counting up the marks, and, perhaps, coaching one or two of the backward children. That sometimes gives them a dislike to being teachers. Sometimes they have a certain amount of teaching with some supervision. It is, as a rule, not well done, and if they do get a considerable amount of teaching work in the school, it must be bad for the children, because they are not supervised in the same careful way that our students are. They have, of course, learnt some things that otherwise we should have to teach them, but thinking of the children, I think it is the greatest possible mistake. Then sometimes they have things to unlearn.

5123. Have you reason to think that the objection that a great many people feel to trained teachers arises from the fact that some teachers try to make up for want of knowledge by training?—Yes. I think that is one strong reason why people object to trained teachers. People who cannot afford university education think that they will supplement their imperfect education by going to a training college.

5124. I should like to ask some questions about the higher grade elementary schools in which your students teach. Of what ages are the children?—The higher grade schools in Cambridge have all the standards, and we practically teach all the standards, but we chiefly teach the seventh and the ex-seventh. It is easier for our students to do so, and it is more like the kind of teaching they will have afterwards if they are not going to teach in elementary schools.

5125. Do you prepare pupils for the Cambridge local examinations at the higher grade schools?—Yes. A certain minority are prepared for the junior local, and we very often take them in the subjects.

5126. Have they ever taken the senior local examination?—Yes. Occasionally there are three or four of the students who do a little coaching, such as taking a small class for the senior local.

5127. (*Mr. Cockburn.*) And matriculation?—No, not matriculation.

5128. (*Mrs. Sidgwick.*) Or for the higher local examinations?—No, not straight from the school.

5129. But you sometimes teach rather advanced mathematics at the higher grade schools, do you not?—Yes, that is, I think, chiefly for the mathematical stages for South Kensington.

5130. Not beyond that?—No. I think the third stage is pretty far advanced. The first and second, I think, the students have actually taught.

I believe a student is now preparing some girls at the Park Street School for the second stage.

5131. Girls of about 15, I suppose?—Yes.

5132. (*Lady Frederick Cavendish.*) What is the chief difficulty that you have to contend against when the students come to you?—It varies very much. I should say one very common mistake is that they do not sufficiently regard each individual child. They have been accustomed for the sake of discipline to think of the whole class, and they have, perhaps, forgotten the right of each individual child.

5133. (*Mrs. Bryant.*) You have spoken of the teaching of special subjects, as for instance, the teaching of mathematics. How is the special teaching supervised. Is there some special person who looks after the teaching of each special subject?—That is so in several cases. For instance, we have an outside lecturer, a non-resident lecturer, who is specially responsible for the mathematical work, but one of our resident lecturers also assists, and in addition to that we have some help from a member of our council, who is a very good mathematician.

5134. Is that the Master of Sidney?—Yes. He comes once a week and hears the students, and discusses methods of mathematical teaching with them. We get a considerable amount of help in that kind of way from university friends; for example, a professor during the last year has allowed the students to go and hear two or three of his lectures, so as to give them some idea how he treats his subject. Then after they have heard him he comes and gives his views as to the teaching of his particular subject, and spends an hour or so in answering questions which they have brought him.

5135. I asked that question as leading up to this wider one. In such ways as those, and by the use of university lectures, you make a special use of the fact that the college is situated in a university town?—Yes. I find it an immense advantage in many ways, and it is becoming an increasing advantage now that one is getting to know more people, and finding out how university men can help us. Of course there are some ways in which their ignorance of school teaching would prevent them from helping us.

5136. At present there are very few of these training colleges for women, and there are none for men. You look forward, I presume, to the establishment, at some time or other, either by private means or public means, of a system of training colleges in the country?—Yes.

5137. How far would you think it a matter of importance that these should be established in connexion with universities and university colleges?—You mean more especially for secondary teachers?

5138. Yes, especially for secondary teachers?—Because I always hope that the training colleges for secondary teachers will also admit those who are going to teach in elementary schools as long as they are well educated. I think they ought to be connected with university colleges. There is a great deal in a training course which tends to make people narrow, and I think it is of the greatest importance that the environment should be of the broadest and most liberal kind. I think it of immense advantage to be near or in connexion with a university or university college.

5139. In connexion with a training college or one of the university colleges, would it be your idea that there should be a professor of the subject who was a professor of the college?—Now you are suggesting a much more intimate connexion.

5140. Yes. I have in view what has been done in the university colleges in Wales?—I think that is an admirable arrangement; a professor of education virtually being in charge of the training department, which of course is a post graduate course.

5141. Do you see any difficulty about training men and women together in these colleges?—On the contrary, I think we shall never get first-rate training until men and women are trained together.

5142. Why?—For two reasons. I think the ideal school is a mixed school, with mixed staff, and mixed classes, and I do not think we shall be able to have that ideal school until men and women have been trained together to teach; and quite apart from that, even if I did not hold those views, I think men and women being trained together would be greatly to the advantage of both. During the last few years I have made a special effort to get inside the public schools for boys. It was a difficult thing for me to do being a woman, but I succeeded in certain cases, and I have been struck with the difference in the way in which a well-educated man and a well-educated woman teach their classes. I think there is a great deal to be learnt by both.

5143. You think each would learn from the other?—Yes. Our faults are not theirs, and theirs are not ours.

5144. (*Lady Frederick Cavendish.*) Could you have men and women training in the same training college?—I see no difficulty. I am glad to say that one of my old students more fortunate than myself, actually has a man student with women students. She was telling me only the other day, that she has found it an immense advantage to the women, and I can only hope that the man finds it of some advantage to himself.

5145. (*Mrs. Bryant.*) I should like to be quite clear as to what assistance you think necessary from public funds for a system of training colleges. You have shown us that the Cambridge Training College has been self-supporting, but with the reservation that some of the work has been done for nothing. Is it your view that the provision of public funds is practically wanted for buildings and scholarships, and that otherwise, fees might be charged to cover all costs; but you think that there should be an ample provision of scholarships, so as to attract all the best students into the college?—Yes.

5146. Would that be sufficient?—My idea is, that it would be very desirable if secondary teachers could be trained free.

5147. (*Lady Frederick Cavendish.*) May I ask why?—Because many of our elementary teachers have education and training free.

5148. (*Mr. Cockburn.*) Could you state where?—In the elementary colleges,—or at any rate, it is very nearly free.

5149. Do you know any at less than 15 guineas?—Are there not some at 10 guineas—15 guineas will do for my purpose.

5150. (*Mr. Yoxall.*) There are some at 25?—Yes.

5151. (*Mr. Cockburn.*) There is no such thing as a free elementary training college. You are aware of that, are you not?—I am aware of that fact.

5152. (*Mrs. Bryant.*) I should like to know what you think about the system of student teachers as a method of training?—Do you mean a training department in a school.

5153. No, I do not mean quite that. I refer to a great school which would have attached to it a certain number of student teachers, who were supervised either by the headmistress or some other person, and who give lessons and receive training?—Are they supposed to continue their education?

5154. No, not to continue their education?—I think that if there was one person specially appointed to take charge of them, it would be a very fairly efficient way of training them. I think the drawback to that is, that they are trained under one set of conditions, and that it has a narrowing effect so far as it is one set of conditions. They have not the education of going out to a great many different schools, and of applying the general principles under very different conditions. That is a most important point, because it accustoms the student to fit quickly into the particular school in which she actually teaches. It has been said that trained students when they go to a school are inclined to think that anything which is not in accord with what they had been accustomed to in the school of the training

college must be wrong. They find it very difficult indeed to accustom themselves to fresh conditions. I should be inclined to be afraid that that would happen if the plan you referred to were carried out.

5155. Then you think the faults of the particular schools would be apt to be stereotyped?—Yes. Even its virtues might not be virtues under different conditions, and I do not think the trained student would be able to distinguish between what was local and what was fundamental.

5156. Do you think that a large central training college would give a wider grasp than any system of that sort?—Yes, though I am inclined to think that we shall be driven to use both kinds of training.

5157. You admit that there may be room for that method as well as the other?—Yes.

5158. With regard to the prejudice against training that exists so largely, you have said that the expense is only partly the reason why so small a number of the Cambridge women come to be trained?—I think one reason is this. Those who have been trying to win university education for us in Cambridge and elsewhere, have been trying to get for us something good, that men only hitherto have been enjoying. Now in training we are getting something that men have not been enjoying, and do not appreciate, and it is a little unreasonable to expect those who have been trying to get for us university education to try and get for us also something which is not appreciated by university women.

5159. I have a simple theory as to part of the reason. It appears to me that the Cambridge Training College, under its very adverse circumstances of being located in seven different houses, does not appeal to the imagination of the students as a building with proper equipments would; and probably when you have a building it will make a considerable difference?—I think that may have something to do with it, but not much. I am inclined to think that the attitude of Cambridge generally towards training comes to a great deal more than our bad material conditions.

5160. You mean the sceptical attitude?—Yes.

5161. Do you think that sceptical attitude arises from the association of ideas which connects training with the idea of a routine method of training?—I think it is largely caused by a wrong idea of training. I think that when secondary training began a great mistake was made, and that they clung much too closely to the kind of training which had been carried on under very different conditions in the ordinary residential elementary training college.

5162. Then I should like to ask a question about the examination of teachers. You use now the examination which is at present provided by the Cambridge Syndicate and, I believe, also the examination of the University of London?—Yes.

5163. Do you think those examinations sufficient or would you like to have an examination of a much higher type in addition?—I feel very strongly that we require two examinations, one at the end of our training course to test to some extent the student before she begins her professional work, I mean as a full teacher; and I think that we want a further examination after she has had a certain amount of actual experience.

5164. A higher examination?—Yes a higher examination—higher and in many ways different.

5165. Would you be in favour of an examination which was a more highly scientific one, which did not go to test practical ability but which aimed at encouraging the study of educational science. There are such in Germany. Would you be in favour of the institution at Cambridge of a tripos of that kind or a branch of the London M.A. degree in philosophy, which would be really an examination in the science of education?—I dread greatly two things, first, that university education should become professional, and secondly, that the purely theoretical examination should

be regarded as the proper preparation for a teaching life. If those two causes of dread were removed, I should greatly appreciate the fact that a good many learned people read and thought a good deal more of education than at present.

5166. *M*·. *Cockburn.*) How many children do you think a trained teacher—one of your own kind—should be equal to?—Under what conditions. Do you mean with a room to herself?

5167. Yes, with a class-room to herself, and a fair standard of education in the class?—I find it difficult to answer that question. To begin with, the students are very unequal; and another thing is, if a student has been one accustomed to an ordinary high school class, the larger size of a large elementary class, I think, often frightens her, and, therefore, she would be less fit to manage them properly at first.

5168. Is it an object to be aimed at in your mind that we should have nothing but trained teachers in secondary schools in future?—Certainly.

5169. And you would have legislation, little by little as it was convenient, in the direction of excluding all others?—Yes. But I would use "training" in its widest possible sense. I should not insist upon their all going to training colleges.

5170. Then what training should they have?—The training suggested by Mrs. Bryant; a training department in connexion with some of our best schools. I do not think it is possible to train quite as effectively under those conditions as in a training college. I think that probably the training would be cheaper under those conditions, and it would be decidedly better than no training at all.

5171. Do you think the Queen's Scholarship examinations should be a test of admission to your training college?—We have never had any students so qualified.

5172. You are familiar with the Queen's Scholarships, are you not?—Yes.

5173. Would you consider that a test to give admission to your training college?—I should prefer that the college were entirely limited to university graduates. It is not limited at present, but that is certainly what I hope we shall come to in due time.

5174. You have spoken of the college as training teachers for both elementary and secondary schools?—Yes.

5175. Do you see any difficulty in converting the present training colleges into colleges for both elementary and secondary schools?—Do you mean the day training colleges or the residential?

5176. Both?—I should scarcely think residential, because of the isolation which is almost inevitable.

5177. I suppose you see no difficulty whatever in training teachers in day training colleges, do you; the students taking the arts course and the science course, you do not dispute that they can be trained sufficiently well?—No, certainly not.

5178. In day training colleges you see no difficulty about it, but you see some difficulty in the residential training colleges?—Yes, I think so. From what I know of residential training colleges, I do not think that the training they are giving at present would be an effective training, for example, for a high school. To begin with, their work is of very limited kind. They do not give, because I suppose they cannot conveniently give, their students any practice in secondary schools; and I doubt very much if a girl who has been in an elementary training college, and had been training there, and accustomed to elementary conditions, and so on, would be likely to succeed at once, at any rate in a high school, because the conditions are very different in many ways.

5179. Then if those training colleges go on turning out teachers into the educational market, and our secondary schools come to be endowed or

maintained by Parliament, do you not think that would throw into very unsatisfactory competition and rivalry two very distinct sets of educational material, if I may use the term. The class of students would be so very different that, do you not think the competition and rivalry would be rather injurious or unhealthy?—I doubt if there would be any competition for secondary schools.

5180. Supposing that colleges for secondary teachers, established, maintained, and subsidised by Parliament, trained both secondary teachers and elementary teachers, you say they would have the same training?—Yes.

5181. Those girls would come out of that training college equipped in quite a different way from the girls coming out of the existing training colleges?—Yes.

5182. Do you not think that would introduce a very awkward set of circumstances between those two classes of students?—I do not quite see why it should. Do you not think there are certain parts of the elementary work which possibly could be better done by those who had a training of, I confess, a better kind?

5183. I am not criticising your view at all. I am only trying to see what the practical possibility of its working is. I should like to know whether you have thought that out?—I have. I think there are three places in the elementary world at present, where secondary-trained teachers could really do excellent work. I think that as lecturers in elementary training colleges it is distinctly an advantage to have the wider and more scientific training, and in the higher classes of higher grade schools, and also in pupil teachers' centres.

5184. You are aware that elementary teachers have in part to pay their expenses and in part it is supported by Government. They have, of course, to pay their travelling expenses for two years. You do not ask in the face of that, that more should be done for secondary teachers?—No; but as much relatively.

5185. And with that provision you would be content?—Yes.

5186. (*Mr. Yoxall.*) May I ask what you mean by "relatively"?—I find myself placed in a difficulty, because I often think that it is a great pity that Government pays for the education as well as the training of its elementary teachers. I am proposing that they should only pay for the training or for part of the training of secondary teachers.

5187. I presume you think that one year of training in the art and science of teaching only would be sufficient for those secondary teachers who had previously taken a degree?—Yes.

5188. Therefore, I suppose you think that one of the two years usually spent by an elementary school teacher in college should be given to training?—Yes, I feel myself that you cannot give satisfactory training under existing conditions in ordinary elementary training colleges where you have education and training going on together.

5189. You are aware that there is some confusion of terms as to what the meaning of a trained teacher really is; that the training college for certificated teachers gives them additional training in the art and science of teaching, plus a certain amount of education. In your sense of the word, training refers only to practice and additional skill in the art and science of teaching?—Yes.

5190. It does not include education pure and simple?—No.

5191. It is, so to speak, technological education in the art and science of teaching?—Yes, it would really correspond with the pupil-teacher course and the purely professional course of your elementary training college.

5192. Except upon a point of organisation, which will differ in different classes of schools, do you see any serious obstacle in the way of making your course of training apply to teachers who will be employed subsequently in secondary schools, some of them, and in elementary schools,

some of them?—No, I think there is a distinct gain as long as both classes of students have a sufficient amount of education. I insist that every secondary teacher—because, after all, he is the teacher of the minority—should quite understand the organisation of elementary schools, which are the schools of the majority. At the end of our course any of our students, who are all accustomed during our course to teach in elementary schools, would require very little technical knowledge to enable her to take an ordinary class in an ordinary elementary school.

5193. Do you include in your course discussion on the Code?—We discuss the Code largely, and I have myself to keep the Code in connexion with the two continuation schools we have.

5194. When your students go to practice in the classes of the higher grade school at Cambridge, what is usually the size of the classes they teach?—They vary very much. Occasionally, in the higher classes, we sub-divide for mathematics, and sometimes for other subjects. Occasionally we have a class of 40, and sometimes 50.

5195. Do they have the same size of classes as the classes taught by the ordinary teachers of the school?—Yes, unless sometimes, as we have plenty of students at our command, we wish to divide them for educational purposes. But that is very seldom, because the school premises are such that it would not be convenient to do so.

5196. And what size of class would you say should be the maximum for a single class in a single class-room?—Do you mean under all kinds of conditions. I think it varies with the subjects.

5197. Take an average subject?—Thirty.

5198. Something has been said on the subject of one common class for men and women students of the art of education. You are aware that the original training colleges were upon that basis?—Yes.

5199. Now there is only one such left. Does not that point in the opposite direction?—I do not think I should accept it as any evidence against my theory until I went into it a great deal more than I have done. I do not know under what conditions they have taken that course.

REGISTRATION OF TEACHERS.

5200. (*Mr. Jebb.*) Will you please give us shortly a statement of your views with regard to registration of teachers?—With regard to that point I am strongly of opinion that there should be registration of teachers. I do not care very very much about it being made compulsory, because I think, if it is arranged on a satisfactory basis, it would soon become practically compulsory. I think a distinction ought to be made between those teachers who entered the profession before 1893 and between 1893 and a year after the passing of any Registration Bill, and those who entered later. I mention the date 1893 because I think it was about that time when it became obvious to every body that registration was inevitable. Those who were in the profession before that date, I think, should have registration on easy terms. Those who entered the profession between 1893 and a year after the Registration Bill is passed ought to be admitted temporarily on easy terms, and a certain amount of time given to them during which they could properly qualify themselves if not already properly qualified. At the end of that time, if not properly qualified, I think I should remove them from the register. Of course, beyond that time, I consider that certain qualifications ought to be exacted from all before they are registered. I feel very strongly myself that there ought to be two qualifications, one giving a temporary position on the register, and the other giving a permanent position. I think that the examination or the qualification for getting temporary position on the register ought to be comparatively easy, so that all well educated and fairly well qualified teachers could be admitted. I think the further qualifications for being placed permanently on the register ought to be considerably more difficult.

5201. What do you mean by temporary—for how long a period would you say?—I should suggest that a person is placed temporarily on the

register, and that at the end of two or three years, he or she might qualify themselves, and must qualify themselves before five years, or something of that kind. I think the qualifications ought to give evidence of education and also of skill in the art of teaching.

5202. Then with regard to the inspection of secondary schools, what have you to say?—I think one of the most important points for the inspector is to see who form the staff and what are their qualifications. I think if very great care is taken about that, and it is seen that they have also the right conditions for teaching, the greater part of helpful inspection is practically done. I think it is of the greatest importance that the staff and the qualifications of the staff should be carefully considered; that it should be seen that they have good salaries, short hours, and long vacations; that the schools are healthy—that is to say, that the education is carried on under healthy conditions, and that the apparatus provided for the teachers is sufficient for the purpose. I should say that that is the most important part of the inspection. But beyond that I should suggest that the inspector should hear every teacher teach, and also hear every teacher examine: that he should have the opportunity of talking with the teachers and examining their work in so far as they bring it before him; that he should also give a written examination and a *vivâ voce* examination *unprepared* to any class or to all classes of the school, and that in his report he should especially notice anything new or any experiments which are being carried on in the school.

5203. (*Lady Frederick Cavendish.*) Are you aware that we have something like that in the Girls' Public Day Schools?—Yes; I know you have an inspector.

5204. (*Mrs. Bryant.*) There is a question which perhaps you may not be able to answer, but if not you may be able to send us the information. Could you tell us what is the scale of salaries which you find it possible to get for the students who are leaving you. Perhaps you would make us a memorandum of that and let us have it?—Yes, I will send you the actual statistics if you wish it.

5205. (*Mr. Yoxall.*) I presume you would very much deprecate the dependence of public secondary schools under any organised system upon grants which are to be awarded upon results of examinations?—Yes, I object to that *in toto*.

5206. With regard to the registration of teachers, would you propose to set up in the roll of teachers, which the registrar would keep, any distinction between teachers according to the classes of schools in which they were engaged?—No.

(*Mr. Jebb.*) We are very much obliged indeed to you foryour extremely interesting evidence.

The witness withdrew.

Adjourned to Tuesday next at 11 o'clock.

FIFTEENTH DAY.

At Westminster Hall, Tuesday, June 19th, 1894.

PRESENT:

THE RIGHT HON. JAMES BRYCE, M.P., IN THE CHAIR.

The Right Hon. Sir J. T. HIBBERT, K.C.B., M.P.
The Hon. and Rev. EDWARD LYTTELTON, M.A.
Sir HENRY E. ROSCOE, D.C.L., M.P.
The Very Rev. The DEAN OF MANCHESTER, D.D.
The Rev. A. M. FAIRBAIRN, D.D.
Mr. RICHARD C. JEBB, M.P.
Mr. RICHARD WORMELL, D.Sc.
Mr. HENRY HOBHOUSE, M.A., M.P.
Mr. M. E. SADLER, M.A.
Mr. H. LLEWELLYN SMITH, M.A.
Mr. GEORGE J. COCKBURN.
Mr. CHARLES FENWICK, M.P.
Mr. J. H. YOXALL.
The Lady FREDERICK CAVENDISH.
Mrs. BRYANT, D.Sc.
Mrs. HENRY SIDGWICK.

The Hon. WILLIAM N. BRUCE, *Secretary.*

THOMAS SNAPE, Esq., M.P., and J. A. BENNION, Esq., M.A., called in and examined.

5207. (*Chairman to Mr. Snape.*) You are chairman of the technical instruction committee of the Lancashire County Council?—I am.

5208. And you have been so for how long?—Since its formation in 1890.

5209. (*To Mr. Bennion.*) You are director of technical instruction for the County Council of Lancashire?—Yes.

OPERATIONS OF LANCASHIRE TECHNICAL INSTRUCTION COMMITTEE.

5210. (*To Mr. Snape.*) You have favoured us with a very full and useful statement* of what has been done in Lancashire with regard to the appropriation and distribution of the technical fund, the various methods in which the money has been applied, and statistics of the results that have followed. We will treat this as part of your evidence, and ask you to supplement it, and state your own views of the results to which your Lancashire experience points, and the further measures which you would be glad to see taken in view of the light that has been obtained by your Lancashire experience?—I will comply with the wishes of the Commission. I do not know on what points you will like any supplementary remarks, but we will revise the draft which we have laid before you in the form you desire, and submit it to you. The leading points of the evidence are as to the fact that we have used the whole of the fund in Lancashire for technical instruction, except in the first instance, when we had two years' income coming in one year, and we could not spend the whole. Part of that, therefore, we allowed to go to the county rate As to the methods of applying a portion of the fund to scholarships, which are fully described in the draft of the evidence we have sent to the Commission, we have not had such a large number of candidates as we could have desired, but we find that the number is increasing, as you will have observed from the statistics given,

* This statement is appended to the evidence, and is several times referred to as the précis. (*See Appendix No.* 7.)

and the statistics for the present year are more satisfactory than for any previous year.

5211. I may take it that the general result of your experience is that the grant has been extremely useful?—Quite so.

5212. And you have construed "technical instruction" in that large sense which the Act permits, and have applied your money not purely to what may be called the technical subjects, but to some extent to what we may call secondary educational subjects also?—Yes, and not only in the large sense which the Act permits, but we have asked for a minute of the Department to enable us to use the fund for other subjects not specified in the Act. It is known to the Commission, no doubt, that the Department can permit us to apply the fund to other subjects.

5213. Would you prefer to have any restrictions removed and to be permitted to use the fund for the purposes of Secondary Education generally?—No, I do not know that the restrictions have interfered with our operations so far, but perhaps the necessity of going to the Department involves a little routine which might be avoided if restrictions were removed.

5214. You have found some inconveniences arise from the fact that the county boroughs, which are numerous in Lancashire, administer their grants in quite a distinct way from the way you administer yours?—That is so.

5215. Would you indicate more particularly the nature of those inconveniences?—The inconveniences arise from the fact that many of the best educational institutions are within the county boroughs, and the students from the county area when they live sufficiently near wish to take advantage of those institutions, so our funds, which we should like to expend in the county, have to be to some extent expended in aiding institutions in the county boroughs over which we have no control.

5216. That would be especially the case in Lancashire, not only on account of the great number of the county boroughs, but on account of the railway facilities, by which, except in some of the northern parts of the county, it is easy for anyone living outside the county boroughs to get to the county boroughs?—Quite so; the railway communication is very good. (*Mr. Bennion.*) Here is a map which shows the distribution of the county boroughs (*producing a map*). There are 16 of them. Many of our non-county boroughs are very largely rural. The boroughs of Rawtenstall, Haslingden, and Bacup are almost entirely rural.

LOCAL ORGANISATION OF SECONDARY EDUCATION. RELATION OF COUNTY AND COUNTY BOROUGH.

5217. (*To Mr. Snape.*) What method would you suggest of bringing about the better organisation of the whole county, or bringing in the county boroughs for some purposes along with the county? Or, perhaps, I ought to say, would you draw a distinction between the two greatest county boroughs—Manchester and Liverpool—and the smaller county boroughs?—I am not quite sure that I would, because the difficulty arises with those two large cities as much as with other populous centres in the county.

5218. On the other hand, each of those county boroughs you would say, I suppose, is large enough to require a complete organisation for itself, which would not necessarily be the case with the smaller county boroughs?—That is so.

5219. Reverting to my former question, how would you propose a general organisation for the county which would bring the county boroughs into some organic relation to the county council?—I have ventured to suggest in the draft evidence that there should be a unification of the educational authority in the county; that that should be accomplished by the formation of an educational board for the county; that upon that board there should be representatives from every part of the county—both the county boroughs and the other districts——

5220. Including Manchester and Liverpool?—Including Manchester and Liverpool, and I have stated in the evidence that such joint com-

mittees and such county boards already exist for the administration of other county matters; and upon those boards Manchester and Liverpool, as well as the other county boroughs, are represented and take joint interest in the management. Whilst that is so for the central administrative body of the particular institution in the whole county, sub-committees are formed of that central joint committee which take the supervision of the institutions affected in the locality where the representatives upon the central committee reside.

5221. Do you propose that the central authority should for the purposes of secondary and technical instruction supersede the authorities in the county boroughs altogether, or would you leave them some measure of independent action for their own purposes?—Not for primary education.

5222. I am speaking of Secondary and Technical Education?—I think it would be desirable that they should be superseded, or rather, I do not like the word "supersede," but that the governing bodies of institutions, for example, like the Manchester Grammar School, the Liverpool Institute, and the collegiate schools of Liverpool, might be represented from their governing bodies upon this joint county board.

5223. My question rather goes to this: Would you propose that the Manchester City Council should continue to appoint its own technical instruction authority, which should be, for some purposes at any rate, independent of the general county authority which you propose to constitute?—I should prefer that they were united in one central board.

5224. And then that the authority for Manchester should be a committee of that board?—Precisely.

5225. In other words, all those local authorities for counties should exercise an authority delegated by the central authority?—That is so.

5226. Would you not apprehend considerable opposition to such a proposal?—Yes, that is my fear, but it offers to me the best solution of the difficulty for future action.

5227. Do you think there would be any less difficulty in carrying out your plan with regard to the smaller county boroughs if you did not include Manchester and Liverpool in your scheme? I ask you that specially because you represent a county division of Lancashire, and you also, I think, have lived in, and are familiar with the circumstances of, Liverpool?—That is so; I think there might be a little jealousy on the part of smaller county boroughs, but there would be less difficulty I think in bringing them into a joint board of this character.

5228. You would expect, I suppose, as the result of the constitution of such a county authority considerable economy in the matter of money?—Yes, that would be one effect; and there would be a better arrangement. Take, for example, scholarships and matters of that kind that have a general application to the whole county; they could be better arranged under a joint board than under separate committees in various districts or various county boroughs.

5229. For instance, let us take the case of instruction in agriculture. Supposing you were giving instruction in agriculture, in an agricultural college, or anything of that kind, it would be really better to plant it, let us say, in Preston, which is the centre of a considerable agricultural area, but which is within the limits of a county borough, than it would be to plant it in a purely agricultural district?—Yes; and we are acting as far as we have gone upon that principle.

5230. Preston being a great railway centre?—Yes.

5231. Is it your view that there is at present considerable waste arising from the provision by the county and by various county boroughs of a greater number of institutions than is really needed?—Mr. Bennion says, yes; but I am not quite so sure of that. If the question is intended to imply that there is a superabundance of educational institutions in any one part of the county, it does not seem so to me from my knowledge of Lancashire.

5232. I did not ask whether there was a total superabundance of educational institutions, but whether there was a superabundance of educational institutions which to some extent overlap one another, which is a different thing. I will put it to you in this way. Are there more institutions doing exactly the same work, and so placed as to be available for the same persons than it is necessary to have?—There were, and to some extent it is still the case; but by our methods of administering the fund we find that the authorities in the various localities are concentrating their efforts, and some of the smaller and more feeble institutions are being closed, and the work is being concentrated in one efficient institution which is sufficient for that particular centre.

5233. Can you give us an instance of that?—In Ashton-under-Lyne they are working in that direction, and in Littleborough too. (*Mr. Bennion.*) A good illustration is Southport and Birkdale. The Southport Corporation adjoins the Birkdale Local Board District. The Southport Corporation provides in the Victoria Art and Science School excellent instruction both in art and various branches of science. The Birkdale Local Board, no part of which district is too far distant for the students to attend the Southport classes, insists on having classes of its own, and it has the same classes that are held in Southport.

5234. (*To Mr. Snape.*) I thought you remarked that these difficulties were to some extent being removed by a greater disposition to co-operate?—That is when the fund is being administered for one particular district; in the district that Mr. Bennion has spoken of Birkdale and Southport each has a separate fund of its own, and as a result Birkdale will not give up the use of their fund within their own district. That bears out my view, that if you had a joint board there would probably be united action between Birkdale and Southport, and the waste of two separate institutions might be avoided.

5235. But Birkdale and Southport are both under the jurisdiction of the county council?—(*Mr. Bennion.*) Yes.

5236. (*To Mr. Snape.*) This is not one of the cases at any rate where the bringing in of the county boroughs would make a difference?—No; I was speaking generally of the whole of the county being administered by one board.

5237. It would be in the power of the county council, would it not, to alter the arrangement now?—It would be so, but we have laid down a principle which applies to the whole of the county, and which would completely revolutionise our arrangements if we altered it.

5238. But still it is a principle which was laid down by yourselves?—It is a principle which was laid down by us, because we could not very well help ourselves.

5239. It was laid down by the county council, and it could be altered without legislation?—Yes; it could be altered without legislation.

5240. It is not like the case of a county borough, where you would require a legislative alteration in order to effect the economy of which you speak?—That is so.

5241. (*Sir John Hibbert to Mr. Snape.*) I suppose there would be a great opposition on the part of the local authorities in country districts if you were to alter the system in the way of compelling them to go to some centre, would there not?—There would be under the existing arrangements, but if there were a central board upon which they were represented, perhaps that opposition might be considerably modified.

5242. You have 98 urban districts in the administrative county, have you not?—(*Mr. Bennion.*) We have 98 local boards, and 18 non-county boroughs.

5243. Is not there a very strong feeling on the part of the local board districts, and the non-county boroughs, that they like their own autonomy in carrying out their own classes?—That is so.

5244. That feeling is rather a growing one than a decreasing one, is it not?—(*Mr. Snape.*) It is a desirable one to encourage, I think.

5245. Has it not been the system, from the very commencement, that after taking a certain sum of money from the total grant for special purposes, which would extend over the whole county, you have allocated a certain sum to each urban district, non-county borough district, and rural district according to the population and rateable value?—Yes.

5246. Has not that system drawn forth an immense amount of local interest?—It has.

5247. Can you show that in a stronger way than by the increase in the number of students at the classes over the county?—No, that is a very strong proof of the interest.

5248. Is it according to your statement that, while in 1890–91 there were 6,400 students in the administrative county, in the year 1892–93 they had increased to 54,000?—That is a very strong proof of the local interest.

5249. And, I presume, they are still increasing?—They are still increasing, so far as we know. We have not the returns for this year.

5250. A statement was made by the representative of the technical instruction committee in the city of Manchester, Alderman Hoy, that there was some difficulty in providing for county students attending the classes within the Manchester area. Do you know anything of that difficulty?—Does that mean that there was not sufficient room?

5251. No, that there was a difficulty about the payment for the students. He instanced Moss Side?—Yes, that difficulty has arisen, and we have tried to meet it to some extent.

5252. Has that difficulty never been got rid of?—Not entirely, but very largely.

5253. Have you not agreed, as a technical instruction committee, that a certain per-centage may be given out of the grants of each district, for the purpose of paying fees for students attending in other areas than their own?—We have limited it to a capitation fee of 10*s.* per head, but that 10*s.* per head is said by the county borough schools to be insufficient.

5254. Is that the point of difference between you, as to the amount which you should allow?—Yes, they would like to have a larger sum.

5255. There is a desire on the part of the county committee, if possible, to carry out a system of that kind, enabling students to attend classes within other areas than county boroughs, for instance?—Yes, there is a sincere desire. On the other hand, our county committee is unwilling to give more of its funds to a county borough institution than it can avoid. I may add this: At first there was a disposition on the part of some of the committees that are not willing to make any very active efforts themselves to send all their students to the county boroughs, and hand over the whole fund to it. We had to set our faces against that. We therefore laid down this capitation arrangement, but we have reserved to ourselves the power, under certain circumstances, of increasing that capitation grant to such a sum as might appear to be desirable.

5256. Is it not correct to say that the difficulty which has been stated with regard to Manchester is not general throughout the county? Take Wigan for instance; have you any difficulty in assisting the Wigan School of Mining with respect to students coming from outside the Wigan county borough?—We have not now, because they have merged their management and their fund into the county fund.

5257. Therefore the difficulty has ceased?—Yes; but in Bootle, for instance, which is a county borough, the students from Litherland desired to go to the effective classes which were in existence in Bootle, because, owing to their limited number of students, and their limited grant, they could not provide such good classes at their own doors.

5258. What do they pay?—10*s.* per student.

5259. The same as you have laid down?—(*Mr. Bennion.*) The arrangement is this: Every scholar attending classes in a district other than that in which he resides, which includes county boroughs, may have a payment of 10*s.* per head made to the school; and if the institution can show any special circumstances, either by reason of expensive classes, such as laboratory or experimental classes, for increasing the capitation grant, the committee will increase that grant, and has done so wherever such circumstances have been shown. With respect to Wigan, we entered into a special agreement with them, an agreement which we hope to be able to extend to other county boroughs.

5260. In Wigan you have given them a grant of 500*l.* Do you give them a yearly sum for each student sent from outside the borough?—We do nothing with Wigan beyond this. An agreement was entered into between the Lancashire County Council and the Wigan Corporation by which, in consideration of the Wigan Corporation placing their Technical Instruction Fund at the disposal of a joint committee of the Lancashire County Council, the Wigan county borough, and the Wigan Mining School, the whole district of Wigan is merged into the county; so that the county borough of Wigan together with all the local boards round form now one district. The Wigan teachers are entitled to compete for our scholarships and to attend such classes as the Lancashire County Council forms, and practically Wigan is part of the county for technical instruction purposes. (*Mr. Snape*) Wigan is a very important case in furtherance of the view that I advocate for a unification of the authorities. Wigan is a county borough having from the Government Technical Instruction Fund a fund of somewhere about 700*l.* a year. It has a mining school which we thought would be advantageous to colliers outside the county borough, and as the result of the negotiations we have a joint representation upon the governing body of their school and in the administration of their fund, and in return we give them a vote out of our funds to the extent of 500*l.* a year.

5261. According to the principles you have suggested as to the mode of carrying on the technical teaching, it would be desirable that the county should as far as possible act in a liberal manner in conjunction with the county boroughs for carrying on certain classes of instruction?—Yes, if there were joint representation in the management of the county borough institutions.

5262. With respect to scholarships and exhibitions, I gather that the county is now spending something like 7,000*l.* a year upon those two purposes?—We have voted that sum, but we do not always award it. The scholarships have all been awarded, but the exhibitions have not been awarded to the full value.

5263. You have now had the system in operation for several years. Does the number of candidates to compete for various scholarships and exhibitions increase from year to year?—It fluctuated somewhat at first, but this year there has been a marked increase. We take it that the effect of our classes is beginning to be felt upon the county.

5264. Do you find that the pupils who come to compete for those scholarships are well prepared as a general rule?—For the scholarships they are very well prepared. The examinations are as severe as are held for any university scholarship. They are conducted by first-class men, and, as I say, the scholarships are very well prepared for, but the exhibitions not so well.

5265. The scholarships of course are the higher class of the two. What class of schools do the candidates come from?—(*Mr. Bennion.*) Many of them do not come from schools at all, but are engaged in some of the workshops and manufactories.

5266. (*Dean of Manchester to Mr. Snape.*) Do you wish this unification of which you speak to be compulsory unification by legislation?—I am afraid the voluntary unification will be difficult to accomplish, and, therefore, it might be necessary to have legislation to bring it about.

5267. You speak of having unified in this manner the county borough of Wigan. Have you made any attempts in any other parts of Lancashire?—It is scarcely our province to make the attempt.

5268. Have any overtures been made to you?—No.

5269. Do you not find that the local interest is likely to be more advanced if you leave these things in the hands of the local authorities?—The interest in Wigan has not diminished in the slightest degree in consequence of the unification.

5270. I do not know particularly the circumstances of Wigan, but I do know the circumstances of some of the county boroughs, for example, the county borough of Rochdale. Is it not within your cognisance that there has sprung up very large interest in this whole matter, and that they have proceeded to build themselves a technical school?—Yes.

5271. Do you not think it likely that that interest has been excited because of the local authority being so largely interested in it?—Possibly that is so, but the same thing is taking place in various places in the county, for instance, Widnes, Leigh, Nelson, and other places.

5272. Do you think it would promote the progress of your work, if this could be merged in a central authority for the county?—I do not think it would interfere with it. I will not go so far as to say it would promote it, but it would remove some of these frictional difficulties that arise, and it would modify some of the waste that takes place.

5273. Do you not find that the waste is probably by degrees diminishing. For example, in your précis you speak of certain schools which are diminishing in numbers, and are virtually becoming merged in large institutions, such as the technical school at Rochdale; and some of the classes are being given up. Do you not think that that will generally take place?—I think that is very likely to grow.

5274. You speak in your précis of not being able to get the right class of men. Do you not think that there is that feature in the English character which, when these circumstances arise, influences people who are likely to do the very best in a particular movement to come forward?—I referred to the rural districts in what I said with regard to that.

5275. How would you secure the representation you have spoken of on your central authority?—I am afraid I could not lay down a scheme for you, but there is the fact that such institutions exist. The Asylums' Board is scarcely an analogous institution, but the representation is effected without any difficulty. The representation there is according to rateable value, and the quota that each particular authority represented has to pay.

5276. You do not suggest co-optation?—I would not go so far as to say that I should oppose it, because it might be desirable to co-opt educational experts or persons who have strong educational sympathies and great experience, and who would not care to go through the process of an election upon any particular board.

5277. You say that you are in the habit of giving money to county boroughs. Have you given large sums to the county borough of Manchester?—We have given 400*l.* each to University College, Liverpool, and to the Owens College, Manchester, I think, for two years in succession, and we may give a larger sum this year.

5278. That is Owens College, *quâ* Owens College, and of course it is within the area; but you have never given it to the county borough, have you?—No, not to the technical committee of Manchester.

5279. (*Sir Henry Roscoe.*) I understand you to propose a general county committee on which the urban district or the local board and the non-county boroughs at any rate shall be represented?—Yes.

5280. Would not such a committee be a very unwieldly one to take in the whole of your representatives? If each district sent one representative there would be 116. Have you any reason to suppose that such a

committee could be made a workable one?—I think the committee would be workable as to the general principles, and the sub-committes would be workable as to the details in their various localities. If I may say so, it would be no more difficult than the London School Board, which would be as large, and which has a very large area and a large population to deal with.

5281. How many members are there on the London School Board?—I cannot say.

5282. Nothing like 116?—I do not know what the number is. I thought it was a large body.

5283. (*Mr. Cockburn.*) There are 56 members?—There are 54 members on our asylums' board, and a county committee of that kind could administer the general principles of the educational arrangements, whereas the sub-committees would take in hand the details in their localities.

5284. (*Sir Henry Roscoe.*) Still if you were to make arrangements and take action for the various localities, of which there are 116, surely each one of the 116 would desire to give his opinion on the way in which the money was to be spent, would he not?—I have not fixed any number at 116. I did not say what number there should be on the board. I spoke of the general representation of the authorities interested upon a board of that character to administer the educational matters of the locality.

5285. I point out to you that there are 116 different authorities in the county, each one of which according to your plan would have to be represented. You could not leave half of them out, could you?— It would require some consideration as to how the representation might be effected. I do not think that an unworkable or too unwieldy a board need be established for the purpose contemplated.

5286. I understand that one ground upon which you advocate the formation of such a board is with regard to the scholarships?—That is one reason.

5287. Is there not now an arrangement amongst the counties at large, not merely Lancashire, but Lancashire joined with the other counties, to assimilate the system of scholarships and give scholarships throughout the country?—And to allow candidates from other counties to compete for scholarships?

5288. I refer to a system which is now being arranged for making the mode of giving scholarships the same or similar throughout the country? (*Mr. Bennion.*) Do you refer to the Headmasters' Association scheme?

5289. Yes?—That is for elementary scholarships and not the class of scholarships that we give of 60*l.* a year. They have no scheme for dealing with valuable scholarships but only elementary ones.

5290. I think the Association for Technical Instruction have a scheme in hand?—I am on the committee of that association, and I do not know of it.

5291. You are not acquainted with anything of the kind going on?—No. We had a conference with the Headmasters' Association, but nothing came of it. We found that they were very elementary, and so far as I know nothing has been done since, and that is six months ago. That is impracticable so far as we are concerned.

5292. (*To Mr. Snape.*) You would admit, would you not, that if such a thing could be arranged it would be a matter of very great consequence not to have the scholarships in Lancashire alone given on a system, but also that the scholarships throughout the country should be given in the same systematic way?—It would be a very excellent arrangement especially for a primary school, but our difficulty is not the system of offering scholarships; it is the difficulty of the conflicting authorities in the county offering scholarships, and the qualifications and so on of candidates, who live perhaps on opposite sides of the same street, competing for those scholarships.

5293. Do we understand that this capitation fee of 10*s.* referred to in your memorandum is compulsory or not?—It arises in this way: if a small district has, as its share of our fund, 100*l.* for example, and it cannot maintain for such a sum any effective classes nor perhaps has it a sufficient number of students in the thinly-populated districts to fill such classes, then they say, "We are near a county borough; may we spend a "part of our 100*l.* in sending our students to the county borough?"

5294. But may not they send their students without paying that capitation fee say, for example, to Manchester?—The Manchester school will require the fees being paid, and in what way is the student to pay the fee, except he gets it from our fund.

5295. The fees in those cases do not cover the expenses of the school. If the Manchester Technical School were to simply exist on the fees of its students, it would very soon be bankrupt, would it not?—That is so.

5296. Therefore is there not some necessity on the part of the outside students who come in from an outside area to contribute somewhat more than the fee which is charged?—Yes, I think there is, and we have reserved to ourselves the right of giving a larger sum under certain circumstances. But it is because I think there is a need that something should be contributed to what may be called the standing charges of the schools that I think there should be a unification of the authorities. If we were to give more money we should have something to do with the management of the school.

5297. Would it not be possible for your county to say to the district, "If you send a student to such and such a school outside your area, you "must pay such and such a sum in addition to the fee"?—I am afraid that would be resented.

5298. But still it would be only a fair thing, would it not?—Not if the school says, "We want your money, but we will give you no voice in "the management of its expenditure," and so on.

5299. (*Mr. Llewellyn Smith.*) With regard to the payment of the capitation fee of 10*s.*, does that apply to the case of students who attend technical classes outside the district in which they live, but not outside the county area?—Yes, it applies if they live outside the county area, that is to say, in county boroughs, which are not in the county area.

5300. Does it apply to those who live within the county area, but outside the local board district?—The geographical county area?

5301. I am taking the case of a student living in one local district, and attending technical classes within another local board district, both of them being within the county area. Is the 10*s.* capitation fee intended to apply to a case of that kind, or only to the case of students attending classes outside the county area altogether?—It would apply to all cases where the students thought they could get a better education by going to another division, whether county area or local board division.

5302. Is that the only method by which technical institutions within the county are made available for students outside the local board area in which the institutions exist?—It is the only method we have employed except for our exhibitioners. We allow them to hold their exhibitions in other localities than those in which they reside sometimes if there are board schools in which they can carry on their education.

5303. But the 10*s.* per head would not cover the expenses to which the educational institution would be put?—No, not to the institution.

5304. And do you find any difficulties arise in the administration therefrom? I am not speaking of your relations with other county councils, but of the relation between one district and another?—(*Mr. Bennion.*) May I explain this point. Take two such districts as you suggest. In order to fix ourselves, take Horwich, which is a local board district, at which the Lancashire and Yorkshire Railway Company have recently erected large works. They have founded a technical school. It

is some miles from Bolton, and there are other local board districts round. We make a grant, according to rateable value and population, to the local board of Horwich. We make a special grant to them for apparatus and appliances, and for the maintenance of their school—a much larger grant than we could make for Horwich itself—on condition that it allows the students from the surrounding districts to attend its classes.

5305. Does that extra grant come out of the 10 per cent. reserved in the hands of the county council?—Yes. It comes out of the special fund in the hands of the county council.

5306. A certain portion of the grant is reserved in order to meet those cases?—Then the districts which send students pay 10*s.* a head which is more than the fees, and is supposed to be a certain sum towards the maintenance; and that is generally found to be satisfactory.

5307. Could you explain what the 10*s.* per head means. Does it mean per class or per student?—Per student.

5308. Per individual student however many classes he attends?—Yes.

5309. Is it per annum or per term?—Per annum.

5310. Then it would not be much more than the fees?—(*Mr. Snape.*) No. Not more than the fees. In the case of Bootle they said they charged 2*s.* 6*d.* for each subject, and if they attended four subjects it would have absorbed the 10*s.* capitation grant.

5311. (*To Mr. Bennion.*) How do you deal with day schools?—We have not dealt with day schools yet.

5312. It is all evening work?—Yes, all evening work.

5313. Could you give us a very rough estimate of how far this permission which you give to your districts to make grants of this kind is being taken advantage of. Is it as a matter of fact operative throughout the county?—Very largely.

5314. On account of the large number of students?—It occurs chiefly in particular districts—round Horwich, for example, and round Leigh. Leigh is a district in which a large number of local boards occur joined together. The Leigh authorities have been very active. They are just erecting a school which is nearly finished. They have had better classes than the surrounding districts, and the surrounding local boards have sent students into Leigh and have paid fees. The same thing has occurred in particular districts which have been specially active.

5315. In other districts has there been a tendency for the power not to be used?—I am afraid so.

5316. And what has happened to the students in those cases. Have they gone without payment being made?—Yes.

5317. And been admitted?—Yes. I take it you mean without payment of any capitation grant.

5318. Without payment of any capitation grant being made on their account?—Without paying more than the inhabitants of the district would pay.

5319. Is the 10*s.* per head paid to the institution?—Yes, paid to the institution. Nothing is paid to the student.

5320. It is not a payment from one local authority to another?—(*Mr. Snape.*) We allow them to pay it out of the fund allocated to them to the institution.

5321. But not to the neighbouring district authority?—If the institution is in the district authority, it is paid over to the managers of the institution, who will probably be that district authority. It arises in cases where there are good schools in one locality, and thinly populated districts around; in such cases rather than start classes themselves they send students to places near to.

5322. Have you found cases of difficulty through district authorities which are not alive to that advantage refusing to pay capitation grants and insisting, on the contrary, in having rather inferior classes of their own to which they want the students to go. Is that so in practice?—No, I do not think so. It may be so. We do not interfere with the autonomy of the district. If they prefer to carry on their own classes we do not suggest to them, "You had better send your students to a place where there are better classes."

5323. I ask the question in order to ascertain how far there is unnecessary overlapping due to the fact that this power is optional and not compulsory?—I think it is possible that there is such overlapping.

5324. But on the whole you think the advantages of this autonomy outweigh the disadvantages?—(*Mr. Bennion.*) If it has occurred, it has been in districts like Birkdale and Southport, where there is considerable local jealousy; of Moss Side and Manchester, where the same local jealousies existed. I think that is the kind of case in which it has occurred, if at all. The Moss Side Local Board would not make a contribution for its students coming into Manchester. They have refused to do that with respect to the day schools and in all other respects.

5325. You did not put any pressure upon them to compel them to do that?—No; we give them the power to do it and the funds to do it.

5326. Have you advised them to do it?—Yes. The Moss Side people have been distinctly advised that any institution in Manchester to which they proposed to make a payment, which is sufficient, would be accepted by the county council.

5327. I suppose you would go so far as to decline to give the extra grant for equipment and so forth in cases in which you thought the institution was unnecessary for this reason?—Yes; we should only give special grants where we found the necessity for the institution.

5328. So that short of compulsion you exercise such pressure as you can?—Distinctly; and we find that we have been able to exercise considerable influence, in places which have had efficient institutions, to get those institutions opened to surrounding districts. Take Ashton-under-Lyne. The Higginbottom Trustees have erected a school. That school was closed to everybody but Ashton, and they refused to open it to the numerous local boards round Ashton, but through the influence of the technical committee that has been thrown open.

5329. You feel that it is desirable that the county should not be cut up into 116 compartments?—Distinctly, and the policy of the committee has been to establish a few efficient schools under efficient teachers in such a group of centres rather than have a large number of smaller and inefficient schools wherever that is practicable. We have not drawn a hard and fast geographical boundary, but have tried to get the districts to amalgamate.

5330. Would that apply to county boroughs also, the difficulty being that you would have no control over the county boroughs?—We have encouraged local boards lying round county boroughs to go to the county boroughs, and to pay the county boroughs such sums up to 10*s.* a head, or such further sums if special circumstances could be shown, and to attend efficient classes in a county borough, rather than to set up classes of their own. That has always been the policy of the committee. Our great difficulty with the county boroughs has been this: If you take the group of houses which constitute the county borough and the surrounding district, the roads all converge into the borough. We could not erect an institution on any one side to serve the other sides, and rather than attempt that kind of thing we have always tried to work with the county boroughs.

5331. (*Mr. Hobhouse to Mr. Bennion.*) You have 16 county boroughs in your county?—Yes.

5332. That includes Manchester and Liverpool, which, as we know, are very large; but some of the county boroughs are comparatively small?—They are all over 50,000.

5333. (*To Mr. Snape.*) You would admit that there is a good deal of difference in an educational point of view between a town like Liverpool, or Manchester, and one of the smallest of your county boroughs?—Yes, a very great difference.

5334. And I suppose you would consider that it would be a great advantage if you could get the smaller county boroughs, say those below 100,000 inhabitants, to combine with the rest of your county?—Yes. It would be a great advantage to get combination, and if you cannot get a unification with Manchester and Liverpool in, to get it with the remainder of the county boroughs.

5335. I see you have nine county boroughs with a population over 100,000, and eight county boroughs with a population under 100,000; one of them, Bootle, having even a population below 50,000?—Bootle is rather more difficult to deal with, because it is almost a part of Liverpool, and is growing largely.

5336. However, as I understand from you, there has been no general attempt to get any combination between the county boroughs and the county?—There has not.

5337. Do you think such an attempt has not been made because it has been considered hopeless?—Yes, there has been no power to bring pressure upon any body to fall into the arrangement, and the county council would not care to make approaches which would be rejected.

5338. In fact both sides have rather kept each other at arm's length?—That is so.

5339. Except in the case of Wigan?—Except in the case of Wigan, and that arose from their mining school. We wanted to make it available for our mining population, and I am happy to say it led to negotiations which resulted satisfactorily.

5340. (*Sir John Hibbert.*) Is it not possible that we may join the county borough of Manchester with respect to a school for teaching the silk industry?—That is for the whole county. It would not be confined necessarily to Manchester. It might induce some educational authorities from outside the county altogether—from Staffordshire or Cheshire, wherever there is any one—interested in the silk trade, we should like them to be united in this school.

5341. That is a combination for a particular purpose?—Yes.

5342. (*Mr. Hobhouse.*) I was rather speaking of combination generally which has been effected in Wigan.

5343. (*Sir John Hibbert.*) Is not that for the mining school?—No; it is for all purposes. We do not limit it to the mining.

5344. (*Mr. Hobhouse.*) Is it for the purpose of a mining school, or of technical education generally?—The whole of their technical education work generally is now administered by ourselves and a joint committee.

5345. Supposing there were a desire on the part of these county boroughs to combine with the county, the question of representation on a joint body could be managed very easily, could it not?—I think so. There is no difficulty in the joint committees in the county which are named in the précis.

5346. The number of authorities which would combine would not be so very large. For instance, you have already in your county all the local boards and all the non-county boroughs, therefore the difficulty would not arise there. You would only have to give separate representation to the county boroughs and to the county?—I should not like to go so far as to say that no difficulty would arise with the non-county boroughs and other authorities, but I think they would fall in with an arrangement, especially if the county boroughs united with it.

5347. They are at present represented on your county council?—Yes.

5348. And on your county committee of technical education?—Yes, but we leave suitable power of self government to them in the administration of their funds, and so on.

5349. But you have them legally under your control at the present moment?—Yes, legally.

5350. Therefore, looking at the question from the legislative point of view, what you have to do would be to get the county boroughs to the number of 16 to agree to join with your county in electing a joint educational body?—Yes.

5351. As has already been done for the purposes of pollution of rivers, for asylums, and sea fisheries?—Yes.

5352. But in each of these cases, I suppose, legislation has only been effected by the consent of all the authorities?—There is the special Act which gave the power of constituting the joint asylum board, I do not know whether you would call that consent. Parliamentary powers had to be obtained.

5353. Was it opposed by any of the parties interested?—It was not opposed at all.

5354. In the same way the Mersey and Irwell Rivers Pollution Bill was not opposed by any of the local authorities, was it?—By Bury. That opposition was on a speciality connected with Bury, I think.

5355. Then what I want to get at is this: Do you not think it is a necessary preliminary to any legislation creating a joint body that all the local authorities who would have to combine should first agree, or, at any rate, the great majority of them should first agree to combine; in fact, that no legislation of this kind could be effected in the teeth of a considerable proportion of the authorities?—I suppose not. Public opinion must be in support of legislation, or you cannot carry it out.

5356. And under the existing law if they chose to combine they could combine voluntarily by joint committees, as has been done in the case of Wigan?—Yes.

5357. Therefore do you not think, looking at the question from the legislative point of view, that it is not much good attempting a compulsory combination of these authorities, but that the most hopeful plan is to get them to agree to combine voluntarily in the first instance, and then, if they find it necessary to get further legislation, for them to concur in asking for such legislation?—But how could you induce them to combine voluntarily? Who is to initiate the movement? I do not know whether I might interpolate this remark, that my suggestion about unification had much more reference to the possibility of a Secondary Education system being nationally established than to our technical work alone.

5358. Now with regard to your present administration of funds. As I understand it, you administer about a quarter of your total funds through your county committee alone, and about three-fourths is distributed through the various district committees?—That, perhaps, would be the proportion.

5359. In the urban districts you employ the elected urban authorities?—We have favoured that view; we have indeed adopted them as the nucleus.

5360. You pay over these funds to the borough councils, or the local boards.—Yes.

5361. And they administer them without the aid of any co-opted members, do they?—I will not say that; we do not insist upon any co-optation ourselves.

5362. As a matter of fact, do the local boards ever co-opt?—(*Mr. Bennion.*) I do not think so.

5363. (*To Mr. Snape.*) In some cases they levy rates under the Technical Education Act?—Yes; they levy the rates under the Act in some cases.

5364. But in the rural districts you form a special committee, do you not?—We do.

5365. Because you consider that the present rural authorities are not specially suited for educational work?—Yes.

5366. Has that system worked well?—We do not think that we get the best committee; whether the neighbourhood would supply better committees or not I cannot say. It is not as good as an elected committee if you had a number of people taking sufficient interest to elect a committee.

5367. You pick out the best people you can?—We ask our county councillor for the division to select the people he thinks best. We have to take his opinion largely with regard to that.

5368. I take it that, generally speaking, this local distribution of funds has given satisfaction?—Generally speaking, it has.

5369. And stimulated work in a way that no more centralised system could have done?—I think so; and I think that is the opinion of the committee.

5370. You would consider that in a large county like Lancashire it is absolutely essential to work by districts?—Yes.

5371. And the greater freedom you can give to those districts the better, so long as they are under the ultimate control of the county authority?—Yes.

5372. (*Dr. Wormell.*) Do I understand that, taking all the circumstances of the other parts of England into account, you think it is better to establish these county authorities by statute, calling upon county councils and county boroughs to send representatives rather than leaving it to them to combine or not, as they may choose?—If it is left to voluntary action I do not think it is likely to be brought about, and I think there would be great opposition to it. If it were established by statute, I think there would be more willingness to fall in with it.

5373. If it were established by statute, should other bodies send representatives to it in addition to the county boroughs and the county councils?—What other bodies would you require to send representatives?

5374. Should you consider, for instance, that the teachers of a district should be invited to send a representative to the county authority for Secondary Education?—While I should not be prepared to offer an opinion as to the exact constitution of the board, my own view would be to try and make it as representative of all the persons who would be likely to assist as possible.

5375. And in the case of the establishment by statute of such a district authority, would you have the Imperial grant allocated as it is now to different parts or handed over as a whole to the district authority of the county?—I think the allocation of the money might be left as it is.

5376. Then you would trust to the large body appointed for the whole county sub-dividing itself into committees to deal with those smaller amounts?—Yes, I would do that.

5377. You spoke of some institutions in the district being unwilling to open their doors to the scholars selected or unwilling to assist your plans. Would you desire to see some compulsory powers given to the central body to compel those institutions to open their doors?—I do not remember having said that they were unwilling. The only unwillingness that I know of is arising from their wanting more money. If we would give them more money they would open their doors, I think. But again I say that the unification that I advocate has more reference to the possibility of a national system of Secondary Education than merely to our technical fund.

5378. (*Mr. Fenwick.*) Would you say that the accommodation for technical education within the limits of your county is equal to the demand?—I think at present it is.

5379. Have you not had instances brought to the knowledge of your board, or complaints that parents have been unable to obtain such education

for their children, and have been put to considerable inconvenience in consequence?—No. As soon as the fund has been allocated in this way, classes have been commenced within reach of almost all the students in the county.

5380. You say in your précis that some instances have come before the committee of parents who live in county boroughs where no such scholarships were available, removing into the administrative county in order to obtain a residential qualification and in order that their children may be able to compete. Do you mean to say by your answer that that condition of thing has been remedied?—No, it is quite distinct. It is not because there is not sufficient provision for technical instruction, but these scholarships are great prizes, and parents who live just over the border of a county borough, and who would be disqualified because they do not reside in a county area, have been known to remove their residence so that their children might be qualified to compete for a county scholarship which is worth 60*l.* a year.

5381. What class of children compete for those scholarships?—We have some from the working classes, and some from the middle classes.

5382. You have said, in answer to a question put to you by the Chairman, that you had applied to the Department for a minute in order to enable you to apply your funds to subjects other than those specified in the Act. What was the result of your application?—They granted the minute, and we have a large number of such subjects which we have made known throughout the country; I mean subjects included in the Act, but not included in the Directory of the Science and Art Department. We require a minute of the Department to enable us to give instructions in those subjects.

5383. (*Mr. Sadler.*) You have spoken about Secondary Education being nationally established. Have you formed any opinion as to what would be the most desirable composition of the central authority?—No; but, as I answered Dr. Wormell, I should again answer in the same way; that I should wish it to be as representative as possible of persons competent to take in hand and interested in the establishment of a system of Secondary Education.

5384. I am speaking of a central Government Department in London, not a local authority?—I was not referring to that at all.

5385. You have not formed any opinion as to what would be desirable in the composition of such a body as that?—No, I think it would be very desirable if a Minister of education were established for the whole country, and his department might be classified into primary and secondary schools.

5386. Would you form a new department entirely for Secondary Education, as you have at present for primary?—I think not. I do not think it is desirable to multiply departments. I think one Minister should take in hand the duties of both.

5387. Then you would superadd to the present functions of the Elementary Education Department the new functions of a Secondary Education Department?—Yes.

5388. What sort of control over the action of your local authority would you entrust to the hands of the central department?—Do you mean in London?

5389. Yes?—Certainly, not more control than they have at present.

5390. Then you would contemplate perhaps having a system of inspectors from headquarters in Secondary Education as you have now in primary?—I think that would be desirable. Already inspectors have been appointed in the technical schools, and I am glad to say that they are co-operating with us in giving us information as to the work carried on in our county schools.

5391. Have you thought of having a system of local inspection as well as central?—No, I have not formed any opinion of that.

5392. Turning to the work of your local authority, in the Lancashire County Council Technical Instruction Committee, have you to refer all your schemes periodically to the vote of the county council as a whole?—No. The committee takes them in charge. The committee supervises them, but not the county council itself.

5393. You have not to refer to the county council any detailed scheme at all?—No, not detail.

5394. The executive powers are delegated to you, are they?—Yes, that is so. We have to ask them for votes of money.

5395. And would you recommend that as expedient on educational grounds?—If you can have an effective Technical Instruction Committee, certainly.

5396. And if the Technical Instruction Board were given powers with regard to Secondary Education as well, you would desire to continue that executive freedom?—Do you mean limiting it to the county council or a joint board such as I have suggested?

5397. I did not wish to raise that point, but limit my question to such part of the county council as would form part of the composition of your board?—I am afraid that the Technical Instruction Committee would scarcely be strong enough, as it is at present constituted, to take in hand a secondary system of education, which would be a much larger thing than the technical work.

5398. You think that in its present form the county council committee would desire to be strengthened by outside representation?—Yes, the committee would.

5399. Would you propose that your provincial education board should have power to found new schools when needed?—Yes, just in the same way as the Asylums Board would have power to establish new asylums, if the whole of the representatives agreed to the establishment of new premises and new institutions.

5400. Or a majority of them, of course?—Yes, or a majority of them.

5401. And when these new schools were founded how would you think it desirable that they should be governed?—By the sub-committees, with possible co-optation.

5402. Would you then have over a large area like Lancashire a number of secondary schools bearing the same relation to your county education board as the board schools in a city do to its school board?—A similar relationship I think might be desirable, and would be desirable if the board administered the affairs.

5403. You would have, in short, administration by a central authority of a large number of secondary schools scattered over the whole of the county?—Yes.

5404. Have you thought of any administrative difficulties that there would be arising from that; for instance, any tendency to bureaucratic government, want of consideration for the needs of each school, and so forth, by the joint board?—The sub-committees who administered each particular school would be represented on the joint board, and would take care that the needs of that particular locality were attended to.

5405. What you call the sub-committees might also be called the governing bodies?—The managing committees of the schools.

5406. You would like to have each school surrounded, so to speak, and sheltered by a governing body knowing its needs?—Yes, that governing body being represented in some form or other on the joint board.

5407. Before a new school was established do you think the local authority should have regard to the existing provision by private enterprise of Secondary Education?—That is one of the difficulties to which I have made reference in the last paragraph of the précis. The subject was brought to my attention by the headmaster of a private school, who is a

university graduate; he spoke of the difficulties that might arise if a national system were established, and the loss that might be sustained by private schools, many of which are well managed and are doing effective work.

5408. You would not desire to supplant effective private schools?—I should desire that where private adventure schools were recognised as doing good work in Secondary Education, and were certified as doing good work in Secondary Education, in some way or other they should be recognised as part of the national system.

5409. You would allow county scholarships to be held at them, for instance?—If they were sufficiently effective to appear to the county board to be desirable places, I would.

5410. Then in what way would you recommend that the county board should assure itself of the excellence of such private schools?—It is difficult for me to lay down rules, but I presume there would be a standard of excellence for all secondary schools, and the same standard as is applied to the public schools I should apply to the private ones.

5411. You would acquaint yourself of their condition by inspection?—Yes.

5412. And would require that the private schools should submit to that inspection?—Yes.

5413. (*Dr. Fairbairn.*) I think you spoke of a body like the Manchester Grammar School being represented on your central board?—I named it as a desirable thing. If a central board were established I know it would be a desirable thing.

5414. Then your board would be constituted of two classes of representatives: those elected for districts and those elected for institutions?—Yes, it would be so, no doubt; but the Manchester Grammar School and a few of the larger and more richly endowed schools of the country are in a very exceptional position, and might have to be dealt with exceptionally.

5415. As regards the constitution of your central authority, would it be purely representative of the electoral districts, or also representative of institutions?—I should prefer it representative of electoral districts, but as to how far institutions should have direct representation, is a question upon which I could not pronounce an opinion without a scheme being formulated. However, as I have said already, I do think that it is desirable that all the authorities and institutions that are interested in Secondary Education should in some way or another be represented upon the central board.

5416. It was with a view to discovering how you would define the relation of the central body to Secondary Education that I asked the question. You would say that it was a body for the supervision of education rather than the management of schools?—I should say that it would have both functions; that is to say, the management would be taken in hand by the local committee subject to the control of the central board, upon which the local committee would be represented.

5417. There emerges the difficulty that I wanted to bring out. Certain schools or institutions represented on the central board, and the board constituting the governing bodies of other schools?—I am afraid I do not gather the meaning of your question.

5418. I mean you would have schools that are already existing represented on the central board, but you would have for the creation of new schools special bodies appointed?—It is only in exceptional cases where I would have institutions represented without election upon the board. Generally speaking, the board being elected, there would be no injustice done by that board having to deal with the question of the establishment of new schools.

5419. You feel that this body ought not simply to have technical education in charge?—No. As far as the technical education is concerned, we

could manage to get along as we are going. But I understand there is a possibility of a national system of Secondary Education. Then I should like to see this joint county board deal with the whole of the secondary and technical education under such a system.

5420. But you consider that the efficiency of technical education depends upon the efficiency of what you call Secondary Education?—Yes, I do.

SCHOLARSHIPS AND EXHIBITIONS.

5421. (*Sir John Hibbert.*) I should like now to ask you a question with respect to scholarships and exhibitions. I wish first to know what makes the division between the two classes—scholarships and exhibitions. Is it the age of the candidates or the amount of money you give? Will you take them in the different classes?—It is the amount of money. There is no distinction of age.

5422. What is the age of candidates who are allowed to compete for those scholarships at 60*l.* a year?—The age is from 16 to 25. The intention was to give very capable students an opportunity of pursuing their education at the universities, or other places, at which they could obtain the highest instruction.

5423. And what is the age limit with respect to exhibitions?—(*Mr. Bennion.*) For the scholarships the candidates must be over 15, but no superior limit of age has been fixed. They may be of any age practically. They are generally under 25 or 30. We have only had one older candidate, who was 35 years of age.

5424. Why should you denominate one class "scholarships" and the other class "exhibitions"? What is the distinction between the two?—(*Mr. Snape.*) The scholar always devotes the whole of his time to studies after the receipt of the 60*l.*; and the exhibitioner simply attends evening classes. The amount of the exhibitions is perhaps not more than 10*l.* An exhibitioner may attend the evening classes at the Manchester Technical School, or at the central board school of that city if he is living near there, or other similar institutions.

5425. You have, I believe, at the present time, something like 60 students holding scholarships who are attending various places of instruction, the greatest number being at Owens College, Manchester?—Yes. There are 60, including the agricultural scholarships.

5426. I see you have 30 attending Owens College, Manchester, and six at the Académie Julien, Paris. I presume that some of those students are women?—None of the students in Paris are women.

5427. Can you tell me roughly how many out of the 60 are women?—I cannot tell you exactly, but it is not a large proportion.

5428. Do women or girls compete in considerable numbers for any of these scholarships? For instance, do they compete largely for commercial scholarships?—(*Mr. Bennion.*) Yes, about half the competitors are women.

5429. And is it not correct to say that a number of those scholarships are held by women?—They are.

5430. (*Sir Henry Roscoe.*) Are they all open to women?—Yes; every examination we hold is open equally to women and men.

5431. (*Sir John Hibbert.*) For each section, science and art, commercial subjects, and music?—Yes.

5432. And is it the same with respect to exhibitions? Are they open to girls?—Yes, but about half the art exhibitions are held by girls. (*Mr. Snape.*) For the art scholarships and exhibitions I think women compete in larger numbers, but for the exhibitions apart from art very few women compete for the evening exhibitions.

5433. While we are upon this question of scholarships I should like to have a little information with respect to those for agriculture. Have they been successful in the way of bringing out any considerable number of candidates?—(*Mr. Bennion.*) No they have not, and the few candidates

that have appeared have been very unsatisfactory. No candidates would have been elected had there been much competition. We have had to go below a standard, which, if we had not been very anxious to assist the agriculturists, we should have adopted. (*Mr. Snape.*) In the first year, 1892, a sufficient number did not offer themselves, and no examination could be held. But I should say that the agricultural candidates are also increasing in number.

5434. Is there not some system now of assisting the farming class to obtain agricultural instruction at the institute at Preston?—(*Mr. Bennion.*) Classes have been formed at Preston, occupying five days a week from October to March, that is the time of the year when farmers' sons and people engaged in farming are not required at home. Every applicant who is willing to attend for five days a week a complete course at these classes is paid by the technical instruction committee 10*s.* a week for his board and lodging, and attends the classes free of charge.

5435. What number of students have you attending those classes?—The classes are over now for this year, but we had 45.

5436. Do you consider that the attendance is good, and that the results are satisfactory?—The attendance must be regular, or they are not paid. We do not pay until the end of the time, and if they have not attended regularly they are not paid at all. The attendance has been satisfactory, and the result of the examinations which have just been held, but on which no award has yet been made, is much more satisfactory than it has been in any previous year. I know that, because I had before me all the candidates and examined them *viva voce*. There was a complaint last year and in previous years that these people could not write, or could not put their ideas on paper, so that in addition to the paper examination, we had them before us and asked them questions with regard to their past history, and made the questions suit what they told us respecting their history.

5437. With regard to the candidates who compete for scholarships and exhibitions, are they confined to any particular class?—No, but preference is given to the children of parents with incomes under 400*l.* a year. We only had one successful candidate whose parents had an income of over 400*l.* a year.

5438. I see that this year you have introduced a new system of limiting the different scholarships to various local industries?—That was introduced last year. We have had it two years now.

5439. Has that worked in a satisfactory manner?—We have not had sufficient candidates to enable it to come into operation.

5440. You have reserved two for engineering. Have you not had sufficient candidates in that subject?—Yes, but in some subjects we have not had enough candidates, and the total number of qualified candidates has not been large enough for the total number of scholarships.

5441. Has it been unsatisfactory for the other branches, plumbing, sanitary science, the electrical industry, and so on?—We have not had mining candidates or plumbing candidates.

5442. Is not that very unsatisfactory?—I think it would be very satisfactory if we had a larger number of candidates, and then it would prevent any one industry getting all the scholarships.

5443. Do you take means of making the examinations known all over the county?—Yes. With respect to that I may say that with regard to agriculture we advertised the scholarships in this way. The chief constable of the county, who of course has officers passing over every road, sent to the superintendents of police instructions to order each policeman to deliver at the houses in the country districts prospectuses and particulars of the agricultural scholarships and exhibitions, so far as this did not interfere with his ordinary duties. In that way we distributed some 20,000 of them.

5444. And in that way you got them distributed to each house?—Yes, in the unfrequented country districts. But in addition to that we sent large bills containing an announcement of the value and nature of the scholarship, without going into detail, to the different agricultural shows, and had them distributed and put into the hands of the farmers; but although some 20,000 bills were distributed in that way some two years ago, we did not get a single application for a scholarship though they did get into the hands of the people we intended them for.

5445. (*Dean of Manchester.*) To what do you attribute the non-competition for these scholarships?—It is only agriculture that I am speaking of now. The science and art and commercial scholarships have been successful.

5446. In the farming districts of Lancashire, do you find that the farmers themselves are not desirous to urge their children to enjoy the advantages of your system?—They are not desirous to urge their children to attend the classes. (*Mr. Snape.*) I might perhaps be allowed to say with regard to the farmers, that this is quite a novel thing. We observe an increase of attention and interest in the matter even in the farming population, and with a good system of Secondary Education, I think it would largely improve.

5447. You are speaking of Lancashire. It does not require a large knowledge of agriculture to cultivate grass. We know something about Lancashire?—Yes. (*Mr. Bennion.*) In Lancashire we have under cultivation 300,000 acres more than they have in Cheshire. I got the figures from the Board of Agriculture.

5448. Is it not surprising that those who are engaged in certain industries do not avail themselves of these classes?—(*Mr. Snape.*) This restricting of scholarships to certain industries was a tentative experiment, and probably has not become widely known, or if it has become widely known, it is possible that they have not studied their own industries sufficiently to be encouraged to compete.

5449. As interested in the work of elementary schools, I must ask you one further question. In your précis you speak of classes for elementary school teachers, and then you say there was an alteration of regulations, and then you say these classes have been discontinued. Is it the intention of the county council to continue their discontinuance?—Yes, this précis may require a little revision. Are you referring to the Saturday classes for teachers?

5450. Yes?—Our experience has not been quite as satisfactory as we could have desired. I do not think it is the fault of the teachers. They are so hard worked that they have not time to attend these classes. When they have attended them they cannot make any use of the instruction they receive in their vocation. Only yesterday we met at Preston, and were talking about it, and we came to the conclusion that there is not sufficient encouragement for us to continue the expenditure after this year for classes and exhibitions for teachers, especially as a class.

5451. Is not that a great pity, especially with regard to the rural districts?—(*Mr. Bennion.*) That was our point. Our great object was to get at the teachers in the rural districts. We found that very large numbers attended our classes, and that they did very well, but they were people who could have got the instruction in their own neighbourhood by attending evening classes. The people who did come were not the people we wanted to get at.

5452. (*Sir Henry Roscoe to Mr. Snape.*) I understand that you hold the opinion that was expressed by the Royal Commission on Technical Instruction so long ago as 1884, that the best preparation for technical study is a good secondary school?—I do.

5453. And that being the case, I understand you see no objection to some alteration in the allocation of your grant, provided a system of Secondary Education could be proposed which would be applicable to your

district?—No, I do not quite go so far as that, because in Lancashire we could use the whole of our grant for technical instruction alone without giving it to Secondary Education. I think you would have to obtain separate funds for Secondary Education.

5454. You think there ought to be a separate fund for that purpose?—Yes.

5455. You would not like to see any part of the money that is at present used for technical purposes given to Secondary Education?—We can use it all, otherwise I should be willing to support the giving of it to Secondary Education. We actually spent more than our income last year. (*Mr. Bennion.*) 5,000*l.* more.

5456. (*Mr. Llewellyn Smith to Mr. Snape.*) Does your county council give grants in aid of any secondary schools which come within the definition of the Technical Instruction Acts?—Not at present, but we should not hesitate to do so if an application was made to us for that purpose. If a division said, "We want to give a part of our fund to aid "secondary schools in our locality," we should sanction it.

5457. You have not laid down any general principle which would exclude that?—No; on the contrary, in some evening continuation schools where they were giving technical instruction, we allowed them to use a portion of their grant to aid that technical instruction.

5458. I am thinking of the day schools?—We do not help any day schools.

5459. That question has not occurred in practice, has it?—No.

5460. (*Mr. Hobhouse.*) When you say you are spending more than your income already, you mean the income under the Local Taxation Act?—Yes.

5461. You have not at present levied a rate upon your county?—No.

5462. Would your council be willing to levy a rate?—It would be very unpopular, I am afraid. We have not arrived at that point. We had a surplus at first, through the first year's income not being expended, and we have not exhausted that by any means.

5463. It has not been proposed, so far, to levy a rate?—It has not been necessary.

5464. But I take it from you that you consider that if your work was extended to aiding secondary instruction generally, it would be absolutely necessary to get further aid from the rates?—For Secondary Education unquestionably.

5465. At present you do not even give scholarships to be held at secondary schools I think?—The scholarships are of such value that we think they ought to be held at institutions for higher education than any secondary school is likely to give.

5466. You do not offer scholarships to young boys and girls as they do in many counties?—No, we do not.

5467. To enable them to come from the elementary schools to the secondary schools?—No, we have offered exhibitions to scholars under 14, but those are rather for evening classes than for day schools.

5468. Are they confined to evening classes?—No, I do not think we should confine them.

5469. What is the value of them?—(*Mr. Bennion.*) We offer exhibitions this year of the value of 10*l.* for boys or girls of 14 and 15 to be held at practically any school the committee approve of.

5470. (*Mr. Lyttelton to Mr. Snape.*) Have you thought what would be necessary supposing you mean to carry on Secondary Education on the same lines as technical education?—No, I have not formed any opinion upon that, because secondary schools would have to be established in several parts of the country where there are none.

5471. Is it your idea that part of the funds would come from the Imperial grant?--I should say that it would have come in the same way very much as the technical instruction grant. In the précis I have mentioned the Continental technical schools, and have suggested that the money required might be obtained from similar sources.

5472. (*Mr. Fenwick.*) Did I understand you to say that there were no candidates come up for the mining scholarships this year?—(*Mr. Bennion.*) It is only a matter of classification. When a candidate enters for scholarships, he states whether he is a candidate for engineering or mining or textile industries, and so on, and no candidate stated that he wished to enter in the list for mining.

5473. Then it has not been your experience that there have been many candidates for scholarships in mining?—No. We have given scholarships as science scholarships. There is no special examination in mining.

5474. (*Mr. Yoxall to Mr. Snape.*) With regard to your general remarks in your précis about the want of preparation for technical education shown by the children who come from elementary schools, how far would you think it likely that the absence of any candidates for mining scholarships, and in fact the general want of preparation shown of which you complain, may be due in the first place to the fact that so many of the children in Lancashire are going to the mills at 11 years of age, and into the mines at 12 to labour?—Possibly it is due to that to some extent, but I think to a larger extent it is due to defective elementary teaching, and not necessarily to going to employment at those ages.

5475. You know that of all the half-timers in England about half are in Lancashire?—Yes.

5476. And they do leave school as early as that?—Yes.

5477. Therefore they cannot receive a fully effective preparation?—No.

5478. So that we may take it, I suppose, that the half-time system in Lancashire is very considerably defeating the efforts of your committee?—No doubt it does not help them; but I should not go so far as to say that our efforts would not be rewarded with success. There is a large proportion in Lancashire of half-timers.

5479. Supposing the half-time system were abolished, you would find that the time given in the elementary schools would be longer, and that there would be a better preparation for the secondary and technical work, would you not?—Yes, probably.

5480. (*Mr. Sadler.*) You have sent up some of your teachers for the vacation course, have you not?—Yes, in the Saturday class for the teachers we gave them exhibitions for the vacation at the universities.

5481. For vacation courses?—Yes.

5482. Have you found the results satisfactory?—The result was satisfactory to those teachers, but what the effect was on the general education of the county I cannot say. They were very pleased and gratified with the experience.

5483-4-5. The results on the education of the county would, of course, be indirect?—Yes. Because the teachers when they go back to the schools have no means of using in their ordinary tuition the knowledge that they acquired.

5486. (*Mr. Yoxall to Mr. Bennion.*) What proportion of the scholarship winners come from the artisan class?—Last year the first of the science scholars of 60*l.* a year for three years was the son of a widow, who is a weaver, living at Bacup. He had been brought up entirely at an elementary school; he has done extremely well, and next year he is going to Zurich in order to study the alkali manufacture, and afterwards he will be attached to some of the chemical industries of the country.

5487. (*Sir John Hibbert.*) Where is he now?--At the College of Science here.

5488. (*Mr. Yoxall.*) What is the whole number?—There was another scholar whose father was a foreman in a mill near Rochdale. He got a scholarship two years ago; he is now at Cambridge, and I saw last week that he had got a first class in the Natural Science Tripos.

5489. Would you say a half, or a quarter, or a third of the scholarship winners, roughly speaking, come from the artisan class?—All except one have been from people whose incomes have been under 300*l.* a year, and I think more than half of them are artisans.

5490. And they come from the elementary schools?—Yes. Another scholar last year is the son of an elementary school teacher, who is a widow in Moss Side. He has got a 60*l.* scholarship; he had no education whatever outside the elementary school, and what he got in Manchester at the Manchester board schools.

5491. (*Sir John Hibbert.*) What is the history of any of the scholars who are now studying in Paris; what kind of schools have they come from?—They had all left school. One was a designer and a ship decorator in Liverpool; others have been teachers in the local schools of art, and they have been engaged in designing. The examination is so arranged as to bring out designers. We do not want to produce artists but designers, who will be useful to design in the various industries of the county, and the scholarships have had a very marked influence in the activity of their districts. In one district they got a scholarship last year; the students appealed to the local authorities to be allowed to use the school for practice on Thursday night, the only unoccupied night in the week. They were allowed to do that; then they appealed to the local authorities for leave to use the rooms on Saturday night, after football, and that was allowed. They further applied to be allowed to use the place on Sunday afternoons. Several of them have left their employment for three or four weeks before the examination, and lost their wages, in order to allow them to finally revise their work.

5492. (*Sir John Hibbert.*) We are very much indebted to you, gentlemen, for your evidence, and hope to have from you any slight alterations which you think desirable to make in your printed paper, which we shall then regard as part of your evidence. (See Appendix.)

The witnesses withdrew.

EDWARD EWIN PINCHES, Esquire, B.A. Lond., and CHARLES ROBERT HODGSON, Esquire, B.A. Lond., called in and examined.

5493. (*Chairman to Mr. Pinches.*) You are treasurer of the College of Preceptors?—I am.

5494. (*To Mr. Hodgson.*) And you are secretary?—I am.

5495. (*To Mr. Pinches.*) You both come here to give your evidence on behalf of the council of that college?—Yes, to express their views.

5496. May I ask you what your own individual educational experience has been?—Since I took my degree I have been very largely engaged in the examination and inspection of secondary schools and in the awarding of scholarships taking candidates from elementary schools to higher schools.

5497. Have you taught in schools yourself?—I have.

5498. In private schools or endowed schools?—In a private school, many years ago, as assistant master and as principal.

5499. The College of Preceptors is an institution with public objects?—It is.

5500. And it does not contain any element of pecuniary gain to its members?—No, not of any kind.

5501. The teachers who are members of the College of Preceptors are mostly masters in private schools, are they not?—I think the majority of the members are connected with private schools.

5502. Not only headmasters but assistant masters?—Yes, both.

5503. And therefore the College of Preceptors might be deemed to be, although by no means exclusively constituted of private school teachers, still in the main representative rather of the views and wishes of the private schoolmasters of the country?—It is largely representative of such views, I believe; but the composition of the council would show the different interests that the college represents.

5504. But still we might fairly obtain from both of you gentlemen, as representing the college, the views of the private schoolmasters upon the educational problems which are submitted to us?—We shall endeavour to express those views; but we represent other views as well, and not exclusively those of private teachers.

DEVELOPMENT OF PRIVATE SECONDARY SCHOOLS SINCE REPORT OF SCHOOLS INQUIRY COMMISSION.

5505. Would you tell us what you conceive to be the principal changes that have passed over the private schools since the Report of the Schools Inquiry Commission in 1868?—I think there has been a gradual and uninterrupted improvement during that time. I think the better schools have improved in organisation, in arrangements, in the efficiency of the teachers, and in the apparatus provided in the schools. I think, on the other hand, that many of the inefficient schools have disappeared, so that there are fewer of these at present than there were at that time.

5506. To what facts would you point as indicative of this improvement?—I speak in the answer I have given from my own experience gathered from a large number of private schools. For the last 20 years I have been engaged very much in inspecting and examining such schools, and have noticed this improvement in those that have come under my observation.

5507. Do you think the number of private schools has increased relatively to the population since that time?—Do you mean the number of schools or the number of children in the schools so educated?

5508. I will put it both ways; the number of schools and also the number of pupils in the schools?—Of course, I have no exact information upon such a point, but I believe they have increased in proportion to the population.

5509. Has the growth been more marked, do you think, taking pupils rather than schools as a test, in private schools or proprietary schools?—I think there are a much larger number of proprietary schools now than there were then, especially for the education of girls. There is one institution alone which in recent years has had a very large number of girls' schools under its charge; I allude to the Girls' Public Day School Company.

FEAR OF UNFAIR COMPETITION.

5510. It is within your knowledge that there exists some slight touch of disquiet in the mind of private schoolmasters with regard to the possible result upon them of the organisation of Secondary Education?—I think there is a feeling that some injustice might be done to existing private schools.

5511. Would you indicate in what way those apprehensions appear?—I think that in the Bill which was introduced last year, and also the year before, there was an indication that Secondary Education should be aided out of the rates, and that would signify that the education would be given under cost price. That naturally alarms the principals of the private schools, who would have to compete on very unfavourable, if not unfair, conditions.

5512. By "given under cost price" do you mean at less than parents are now willing to pay, so as to leave less of a margin of profit to the teacher, or less than the best education of that kind would cost?— mean what efficient education would cost. Of course there are private schools

where the education is not efficient, and these would probably not be affected to the same extent.

5513. What should you consider to be the cost price of the education of boys or girls who leave school at 15?—Do you mean the cost of tuition?

5514. I mean the total cost price of providing education in a school unaided by endowment, or by having found for it its buildings. Of course I speak of day schools?—From statistics gathered from schools with which we are connected, we find, putting it roughly, that the average fee is 10*l.* a year. That is in day schools.

5515. For each boy leaving school at 15?—For each boy leaving school at or about 15.

5516. And with regard to boys leaving school at 18?—The cost would be higher.

5517. Would it not be a good deal higher?—I do not think I have any means of saying how much higher it would be, but it would certainly be increased.

5518. Are you familiar with the calculations that were made upon the subject by the Schools Inquiry Commission?—I have not them in my mind at the present moment.

5519. I will remind you of what they said. They said that for third grade schools, the boys in which would leave school at 14 and sometimes 15, 4*l.* would appear to them to be a fair average fee?—I think that refers to a time very different from the present. I think that since that time, fortunately, the salaries paid to assistants in schools have very largely increased, and that would have to be taken into account.

5520. I ought to add that that 4*l.* was the fee, and it was on the hypothesis that the school had its buildings free. That might affect your answer?—It certainly would. When the question was put to me, I had in mind the case of a private school where interest would have to be paid for the capital expended.

5521. In the 10*l.*, which I understand you to say would be the cost price, you would assume that the fee would be somewhat higher than cost price?—Yes, to leave a profit. 10*l.* is the sum that we find, on the average of a large number of schools, is the sum which is charged.

5522. Of course you mean 10*l.* a year?—Yes.

5523. (*Mr. Hobhouse.*) For tuition alone?—The fee paid by the parent for the education of his boy.

PREFERENCE FOR CENTRAL OVER LOCAL CONTROL OR INSPECTION.

5524. (*Chairman.*) Is there any other point in which you think private schoolmasters feel some anxiety with regard to the possible changes in the system of Secondary Education?—I think that the majority of them would in any system much rather be under the control of an educational council on which they had their own representatives, than under the control of any local authority.

5525. What do you mean by an educational council. Do you mean that there might be a local educational council?—I was speaking of a general educational council such as was contemplated in the recommendations of the House of Commons Committee in 1891.

5526. But do you think that if there was a proper local authority constituted on which teachers might have some representation, the private schoolmaster would have any objection?—I think they would prefer a central educational council.

5527. Do you think that there are any privileges which they would like to be admitted to, such as permission to their boys to compete for scholarships, in respect of which they would be willing to come under some slight measure of control?—I think they would certainly desire that the boys in their schools should be allowed to compete for scholarships, and, more than

that, I think it is a reasonable desire that if their schools are proved to be efficient, scholarships should be allowed to be held in their schools if parents desired it.

5528. That is to say from schools of lower degree?—Yes, of lower degree—elementary schools.

5529. Is there a very general feeling among them that the elementary schools are pressing upon cheaper private schools?—I do not think I have myself heard that from any of them, although it may be the case.

5530. Supposing they receive these privileges to which you refer, would they be willing to open themselves to inspection and examination in return for those privileges?—I think they certainly would be willing to submit to inspection and examination by recognised public bodies.

5531. Such as what sort of bodies?—The universities and the College of Preceptors.

5532. Do you think it would be possible to have a variety of bodies to whom those functions could be given?—I think that at present we have such a variety in the examinations of the different universities and in the work done by the College of Preceptors in this direction.

5533. Then do I gather that you think that if there was a local educational authority constituted, such for instance, as a county authority they would be unwilling to have inspection or examination by anyone acting under that authority?—I think they would much prefer the other, and besides, a great deal would depend upon the composition of such council and whether experts were appointed to serve on it or not.

5534. By inspection I intend to convey the power of visiting the schools, reporting upon their buildings, and being present during the teaching. Would they object to that?—Certainly not. I think inspection would go rather farther even than that; it would extend to the questions of the buildings being suitable, whether they were properly arranged, whether the sanitary arrangements were complete, whether there was an efficient headmaster and a sufficient staff, suitable apparatus, and so on.

5535. With regard to the efficiency of the headmaster. How would you say his efficiency ought to be ascertained?—His intellectual attainments would be attested by the examinations that he had passed, and opportunities would be afforded of seeing him give lessons in the school in the various forms.

5536. You do not think that the bulk of the private schools would entertain any objection to that?—I do not think they would have any objection at all to such inspection.

5537. (*To Mr. Hodgson.*) Is that your impression also?—Yes, I think so.

5538. (*To Mr. Pinches.*) I understand you are contemplating that as being given to them, or rather, required of them in return for certain privileges given to them, and you think there would be a resistance until those privileges were offered?—I was thinking of the general advantages which would arise from their being put upon a register of efficient teachers.

5539. Do you think it would be desired that after a certain time these privileges should be extended to all private schools, and these conditions be exacted from all private schools?—Do you mean by legislation?

5540. Yes?—I scarcely see how legislation would prevent schools existing even if not examined, unless there were a penal clause.

5541. It has been suggested that, not at once, but after a certain lapse of time, all private schools of every kind should be subject to such an inspection and examination as you have described, and thereupon they should all be admitted to these privileges, and that no one should be allowed to keep a private school unless he submitted to that inspection and examination. What view do you think would be entertained with regard to that suggestion?—I have never heard that suggestion before, and I think there might be a difficulty in carrying it out, but my impression is that if there

was efficient inspection it would be quite sufficient to name those schools that were efficient and were so pronounced, and others would cease to exist after a time.

5542. You think that after a time, and probably a time not longer than the time at which anybody would suggest that such a change might fairly be introduced, the public would attach such value to that inspection and examination that no one would think of starting a private school which did not open itself to inspection?—That would be my view certainly.

5543. So it would not be necessary to consider compulsory legislation because the question would settle itself?—Yes, that is certainly my view.

5544. You would conceive, I suppose, that registration of teachers ought to go hand in hand with the arrangements we have been considering as regards inspection and examination?—Yes. It is certainly the opinion of the Council of the College of Preceptors that any legislation in this direction should include registration.

5545. The views of the college were expressed before the House of Commons' Committee?—Yes.

RESOLUTIONS OF COLLEGE OF PRECEPTORS DEALING WITH ORGANISATION OF SECONDARY EDUCATION.

5546. Is there anything you would like to add upon that subject?—The views of the Council on the general question may be said to be embodied in a series of eleven resolutions adopted unanimously by them with reference to the proposals brought forward in the Secondary Education Bill of last year, 1893. The first resolution was:—"That in any "scheme for the improvement of Secondary Education, the passing of a "Bill for the registration of qualified teachers in secondary schools, public "and private, and the eventual exclusion of unregistered persons from "all schools desiring public recognition, is of primary importance." The second was:—"That a Registration Bill should precede any measure for "the promotion of Secondary Education of a more extensive character, as "the knowledge gained by an educational authority to be constituted by "such a Bill would be of the greatest value in any legislation affecting "secondary schools; or that, at any rate, it should be proceeded with *pari* "*passu*." In support of these two resolutions it may be urged that it is more important to secure an adequate supply of good teachers, than to build new schools without making this necessary provision for staffing them; that the depressed state of the educational market is largely due to the unlimited competition of persons without proper qualifications, which the requirement of registration, with its attendant conditions, would at once check, and properly qualified persons would then enter the profession in larger numbers; that it would afford to the public the means of distinguishing between qualified and unqualified practitioners, and would at once expose the pretensions of those parading false qualifications and meaningless titles; that the publication of a complete register would in itself afford a direct stimulus to teachers to add to their recorded qualifications, and in particular to secure degrees or diplomas evidencing professional attainments; and that registration would furnish that knowledge of existing teachers and their attainments, and of the distribution of the various kinds and grades of schools, which is required as a basis for legislative organisation. The third resolution was:—"That the action "of any local authority constituted for the purposes indicated in the Bill "should be controlled by some central authority." The object of this proviso was to prevent possible injury to existing efficient schools, public and private; to obviate possible evil effects of ignorant or partisan action on the part of the local majority; to prevent ill-considered and revolutionary changes in the established order, *e.g.*, conversion of local grammar schools into so-called technical or commercial schools, and to prevent wasteful expenditure of public money. The fourth resolution was:—"That such central authority should not be the same as that entrusted "with the control of primary education." Because the problems of Secondary Education are different from those of primary education, and should be dealt with on a different basis and by a separate authority. The fifth resolution was:—"That the central authority should include "persons of practical experience in teaching and fairly representative of

"the teaching profession." This is conditioned by the nature of the problems with which the central authority would have to deal. The sixth resolution was:—"That while it may, for some purposes, be desirable that "school boards should be represented on local committees appointed to "inquire into Secondary Education in their respective neighbourhoods, "or to administer funds provided for it, it is of far greater importance to "secure the presence of such committees of a considerable number of "persons practically familiar with higher education." For this the same reasons may be advanced as for the third resolution, as the initial mistakes that might be made, or injury to existing interests caused by local authorities, would be likely to be obviated or mitigated by the presence of a well-informed professional minority on the local boards. The seventh resolution was:—"That in estimating and providing for the wants of each "locality, private schools conducted by duly qualified teachers, in suitable "buildings, with an adequate staff, and with the necessary apparatus "and appliances for teaching, should be recognised as efficient; and that "due precautions should be taken against injuriously affecting their "interests." The elementary justice of this proviso is self evident, the difficulty would consist rather in the provision of any safeguards that would be effectual for the purpose. If education were to be provided for everyone under cost price, irrespective of ability to pay the proper price for it, then private schools, with the advantages which they secure by their competition, their adaptability to changing conditions, and their freedom of initiative, would inevitably disappear. The establishment of schools at a fee which would undersell efficient schools would not prevent the competition of the inefficient schools, run by unscrupulous and incompetent persons trading on the ignorance and prejudice of parents. If Secondary Education is to be supplied out of local rates or Imperial funds, and is not to be absolutely free, as in the case of elementary education, there would be every prospect of the evils of the present system being intensified, unless there were at the same time a stringent Registration Act, to prevent incompetent persons from carrying on schools. The eighth resolution was:—"That the efficiency of secondary schools should "be certified by educational experts, or by examination and inspection "by recognised public bodies, and should not be decided by persons "unacquainted with Secondary Education." The ninth resolution was:—"That the provision in the Bill for the tenure of scholarships and exhibitions at efficient private schools, and for the admission of their pupils "to compete for such scholarships, should be of universal application, "and not at the discretion of local authorities." The essential conditions required for the holding of such scholarships are that the school should be efficient, and that there should be ample security for the proper use of public money. The first is pre-supposed, while the second could be secured by regulations for supervision, inspection of accounts, &c. The liberty of choice should be allowed to the parents of the scholars. The tenth resolution was:—"That facilities should be afforded for efficient "private schools to become public schools by being handed over to the "authority appointed for Secondary Education, on such terms and conditions as may be satisfactory to all parties interested in the transfer; "and that provision should be made for the compulsory acquisition "of the sites on which such schools are erected, and the buildings "in which they are carried on." The conditions on which the schools should be handed over may not be very easy to determine; but it would seem only right, in cases where the terms cannot be mutually agreed upon, that the matter should be referred to the central authority, to be determined upon according to specified conditions, and that their award should be final. The last resolution was:—"That the governing bodies of newly "erected schools should contain a permanent element appointed by the "universities or other distinctly educational bodies." This is in order to secure, as far as possible, a liberal view of a liberal education, which might not always be found in the appointments of local authorities. Those are the resolutions adopted by the Council, with some of the reasons that may be advanced in support of them.

5547. Referring to No. 7 of those resolutions, what was the council contemplating when it used these words: "Due precautions should be "taken against injuriously affecting their interests"?—By that is meant that the authorities in a district should not have power to start schools under cost price by help of the rates, and so undersell the efficient private schools.

EXTENT OF PROTECTION REQUIRED FOR PRIVATE SCHOOLS.

5548. Do you mean by that that a local authority charged with Secondary Education should not be at liberty to open a public school if there were private schools in the district?—I do not think anyone would object at all to their opening a school, or any number of schools, where deficiency is proved to exist, provided they paid the expenses of those schools out of the fees they received.

5549. Will that remark apply also to providing the buildings free for the public schools?—I do not think they should provide free buildings. That would be unfair competition, in my opinion, just as much as the other.

5550. Would not that remark have applied to the foundation of endowed grammar schools. An endowed grammar school which gets its buildings free, and which gets an endowment, is just as much an injury to the private schools in the neighbourhood?—But the private schools have not been established where these endowed schools supply every want. Now it is suggested to bring these secondary schools into places where private schools already exist, in which capital has been invested.

5551. It still happens occasionally that endowed schools are founded in places where there are private schools?—Undoubtedly that is so.

5552. Would you go so far as to suggest that a founder should be debarred from establishing by a donation an endowed school, with buildings free and an endowment for the master or masters, in a spot where a private school already existed, because that endowed school might undersell the private school?—No, I do not think he should be forbidden, but it is another thing to take public money for that purpose, partly provided by the people you are going to injure.

5553. The injury to the private schoolmaster might be the same?—It might be the same, but I cannot imagine it being an injury to the same extent as if another school were started out of a rate-aided fund.

5554. Surely you may imagine a case where a private benefactor gave a sum of 10,000*l.* to start a school: supposing the buildings to cost 3,000*l.*, there would then be 7,000*l.* more of endowment. On the other hand, you have already expressed your disapproval of allowing the public body to start a public school even with the buildings alone given it, supposing there was no endowment whatever given?—Yes; I do not think you could prevent a man giving money for the purpose of building a school and endowing a school, but that seems to me very different.

5555. I am not saying that it is the same thing; I only wish to ascertain your views. You feel that in that case a private benefactor might be allowed to do it, although it would be an injury to the private schoolmaster, but you think it ought not to be done even to so small an extent as furnishing the buildings free out of the rates?—It is my opinion that it should not.

5556. Would that apply also to a gift by the county council out of the technical instruction money for the purposes of an existing school. You know that the county councils have power to apply funds for the purpose of technical education?—Yes.

5557. Would the giving of a sum of money for technical instruction purposes, which would put the public school at an advantage as compared with the private schools in its vicinity, be also objectionable from your point of view?—The secondary schools to which I am referring are giving a general education, and not technical or industrial instruction.

5558. But many of the subjects for which county councils give money as parts of technical education are really subjects that would belong to

general Secondary Education?—I should have thought that it was hardly a fair interpretation of the Act to apply it to general Secondary Education.

5559. We have it in evidence that among the subjects to which county councils can award money, there are a great many that would be generally deemed to belong to an ordinary course of secondary instruction?—I should have thought that that was rather straining the Act.

5560. It is done as a fact. How far does your theory go in the direction of inhibiting a public authority from interfering with private competition? —My objection is to the use of public money except for the particular purposes already referred to—the use of such money leading to, as I conceive, the extinction of efficient private schools.

5561. Your objection applies to levying a rate for the purpose?—Yes.

5562. And you would object even although the funds came from the general taxation of the country?—Yes. That I think would be hardly reasonable either.

5563. The objection, then, is to the application of money out of the rates? —I think that is what was chiefly in the mind of the council.

5564. But that prohibition would apply only to where efficient private schools exist?—That is the case where the most evident injustice would be done.

5565. How would you have a local authority proceed to ascertain whether efficient private schools do exist?—That they could do only by examining and inspecting the existing private schools through properly constituted bodies.

5566. And if they found that existing private schools did not provide efficient education for the full number of children who might be expected to desire it, in that case your objection to using the money out of the rates would disappear?—I do not think it would, because there would still be some private schools in the locality who would be prejudicially affected by the starting of new schools.

5567. Then how ought the local authority to proceed? Let us suppose a local authority in a town where there are 500 children requiring Secondary Education, and where there are efficient private schools that could give instruction to only 300. In that case what would be the duty of the local authority?—That I have not considered. What we should wish would be that there should be a central educational council to ascertain what the wants of a particular district are.

5568. But you could hardly expect the central authority in London to investigate the circumstances of a town in the provinces as in the case I put?—I think they could employ experts to get the information they desired to have.

5569. Do you think that would be better than leaving it to a duly constituted local authority?—I think it would.

5570. I am not speaking of the authority which may test schools. We will assume, for the purpose of this argument, that the authority which ascertains whether the private schools are giving satisfactory education is satisfactory to you. I am speaking of the case where no efficient and sufficient Secondary Education is found to have been provided by private schools?—My own impression is that if that state of things existed and it became known, there would soon be such efficient private schools in that district.

5571. But the town is going on with these private schools only providing for half the number of children?—I believe that if there had been the demand for education those schools would have been started. It is because there is no demand for them.

5572. Is it your belief that parents are educated up to that point at which they desire as much Secondary Education for their children as they ought to desire?—I think we are improving in that respect, and the number of parents not requiring that education is diminishing,

5573. Is it not your opinion that we are still far away from where we ought to be?—I think we are gaining ground in that direction. There have been a large number of proprietary schools started of late years, especially for girls. Where the Girls' Public Day Schools Company find the want existing they endeavour to supply it.

5574. The large proprietary schools might, in some cases, inflict just as great an injury on the pre-existing private schools?—I fail to see that, because I assume they would require interest on their capital.

5575. Your objection would be really to taking public money to compete with the private schoolmasters?—Yes.

5576. Is there any other point that you would like to say anything upon under the head of "due precautions"?—I think not. That was in the minds of the council chiefly when they framed that resolution

DISTINCT AUTHORITIES REQUIRED FOR SECONDARY AND PRIMARY EDUCATION.

5577. On the fourth resolution you have expressed an opinion that the same authority ought not to govern primary and Secondary Education, and you base that upon the view that the conditions of primary and Secondary Education are different. Do you think that is a reason why a properly constituted educational authority should not be able to deal with both classes of questions?—I think it would be better if they were kept distinct. The conditions are so essentially different as regards the training of the teachers and the organisation of the schools.

5578. Would your objections go so far as this—that supposing a Ministry of Education were constituted in this country, inasmuch as obviously one very large part of its functions would be that dealing with elementary education, you would refuse it the power of dealing with Secondary Education?—I think the Minister of Education in this country should have the control of the whole of the education.

5579. You would not exclude the Secondary Education from his province?—No, I would not.

5580. Is there anything more you wish to say now upon the subject of registration?—It was on the organisation of Secondary Education that I was speaking generally. With regard to those resolutions, I should like to say that they had special reference to the Bill that was introduced into the House of Commons last year; and the council of the College of Preceptors holds very different views from the promoters of that Bill. The promoters of that Bill seemed to think that it was the desire of those whose children were being educated in the secondary schools that part of the cost of that education should be borne by others. The council of the College of Preceptors think that is not the case. They believe that parents are quite willing to bear the whole of the expense; that they do not wish that any part of the expense should be paid out of the Imperial taxation by the nation generally, and still less that it should be paid by the local community. What they do desire is, that they should have the means afforded them of distinguishing between efficient and inefficient schools, and that they should be allowed a choice; but as regards the cost they would prefer paying the whole of it themselves.

5581. *A fortiori*, I conclude the council then do not suppose that there is anybody desiring to have Secondary Education given gratis?—I think such a desire is not general.

5582. Is it not to a considerable extent true that the parents of children requiring Secondary Education are not themselves educated up to the point of duly appreciating a good Secondary Education, so that it may be necessary to put the article before them before they can recognise its merits?—That may be so—I cannot say.

5583. Is there anything else upon the general subject that you would like to say?—I do not think so.

5584. (*Chairman to Mr. Hodgson.*) Will you please tell us what you would like to add to the evidence given before the House of Commons Committee with regard to the advantages of registration of teachers, and

the methods in which it could be carried out?—The Council were unanimous in the recommendations that they made in the Bill promoted by them and brought in by Sir Richard Temple; and in spite of the recommendations of the Select Committee they would prefer to revert to those proposals, if it were possible to do so The Bill for the registration of teachers in secondary schools, which was brought in by Sir Richard Temple, was founded upon the recommendations of the Select Committee.

5585. And with those recommendations I understand you are not quite in agreement?—We were not quite in agreement with those recommendations, but we accepted them as being the only condition on which registration, in the face of the report of the Committee, could be effected by legislative action. But at the same time we did not approve of them in their entirety.

5586. In what respect would you wish to depart from the recommendations of the Committee?—In the first place, we would desire that the registration should not be voluntary, but practically compulsory.

5587. Would you wish registration to cover all teachers of whatever degree?—All secondary teachers.

5588. Only secondary teachers?—On the assumption that primary teachers are registered already.

5589. Do you wish to make any further suggestion with regard to the privileges which registration should give?—We considered that a disability should be imposed upon those who did not register.

5590. You do not propose anything further than that?—The recommendations of the Select Committee are discussed seriatim in a memorandum we have sent in to the Commission.

5591. Then do you say you wish to refer us to the paper you have sent in?—I would wish if it were possible to repeat that discussion of those recommendations. I should like to put it in as an integral part of our evidence.

5592. Is there any other point with regard to the organisation of Secondary Education generally which you desire to call our attention to?—Nothing in addition to what Mr. Pinches has already given.

5593. (*Mrs. Sidgwick to Mr. Pinches.*) Have you any information to give us with regard to the cost of education in girls' schools?—I am afraid I have not any reliable information with regard to girls' schools. We have taken it out only with regard to boys' schools.

5594. (*Dr. Fairbairn.*) Do I understand you to say with the Bishop of London that Secondary Education is education that ought to be paid for?—I was not aware that I was in such good company, but that is what I said.

5595. Then where there is inability to pay for the education ought it to be denied if it is wanted?—I think that elementary education is offered by the State free, and anything above that ought to be paid for by the parents of the child for whom it is desired.

5596. Has not the State something to say to that also? Is not a child capable of profiting by Secondary Education a real gain to the State if it be educated?—I cannot say, but the exceptional children are already educated free of expense by means of endowments and scholarships that are offered. Children of exceptional ability who would profit most by higher education have the means provided now by means of scholarships.

5597. Would you say that we have endowments sufficient to satisfy the actual needs of the poor scholars?—From a very large experience of scholarships from elementary schools to higher schools, I should say that at present there is an ample supply for children of exceptional ability.

5598. An ample supply from the elementary schools up to the universities?—To higher education generally, I would say. I do not know about the universities.

5599. But that is a necessary matter to consider, is it not, in all that concerns a system of national Secondary Education?—Yes; but the outcome of this would, in my opinion, be that Secondary Education, in all its grades, would have to be free.

5600. That is another question, but it is only for the purpose of discovering how far the impecunious parent of the capable child has as good a right to be considered as a private schoolmaster?—I think the impecunious parent of the promising and exceptional child has already the opportunity. As I have said before, from my experience I believe the supply is quite equal to the demand. I have myself held examinations where I have been unable to recommend the children for the scholarships that have been offered.

5601. (*Mr. Cockburn.*) I think you expressed a view that where private and proprietary schools already exist, and to a sufficient extent are doing the work in the district, it should not be within the power or province of any new authority to be created to set up other schools?—Yes.

5602. You think that those private and proprietary schools should be permitted to charge whatever fee was in their judgment necessary?—It is unlikely that they would charge a fee that people could not pay; because, if they did, the school would remain empty and they would not pay expenses.

5603. Would not that bring about a considerable disparity in the way of fees in different localities?—I think there would be a difference in the fees charged, according to the needs of the neighbourhood. In one case there would be larger classes, in another the classes would be small, but the cost of teaching would not vary in proportion.

5604. Are you able to contemplate this state of things with any kind of satisfaction; that supposing we are going to organise some national system of Secondary Education, simply as a matter of chance circumstances, there should be one locality where the headmaster thinks it necessary to charge 10 guineas, another thinks he cannot do it under 13, and another thinks he may do it for eight, and so on. Would not that be unfortunate?—I believe there would be a difference, but I think that would be better than having the Secondary Education free, or provided by the State.

5605. (*Sir Henry Roscoe.*) When you speak of "free," do you mean altogether free or State-aided?—If State-aided, the probability is that it would eventually become free.

5606. (*Mr. Sadler.*) Do I understand you to say that in cases where there is a lack of good secondary schools all that would be needed would be to publish a list of such localities, and private effort would fill the gaps?—I think it would in time.

5607. Do you think that efficient Secondary Education can be made self-supporting by private enterprise?—Yes.

5608. Without endowment?—Yes.

5609. Do you then deplore the existence of educational endowments?—No, I do not. I think it supplies a wholesome stimulus by the competition.

5610. But they must make the existence of other self-supporting schools more difficult?—To some extent they do make it more difficult, but that is met by greater energy and perhaps ability on the part of the master of a private school.

5611. What special advantages would you attribute to endowment?—One advantage is that scholarships are offered to elementary school children, and so they get means of education which they otherwise would not be able to obtain.

5612. Such scholarships private enterprise could not afford to offer?—Yes.

5613. And we may regard such scholarships as part of the complete apparatus of Secondary Education?—Yes.

5614. And therefore there is a field for public endowment alongside private enterprise?—Yes.

5615. And therefore you might allow the force of the argument for public subsidy?—In what direction would that subsidy be used?

5616. To supplement endowment in cases where the endowment was not sufficient?—For the exceptional pupil?

5617. That among other things. Now with regard to your proposed central educational council, am I right in thinking that you would have inspectors going out from it to secure guarantees of the efficiency of existing schools?—My idea is that the council should have a power of testing the efficiency of schools, public and private, if they offer themselves for such inspection. Such central council would also recognise the efficiency of examiners and inspectors appointed by the universities and other competent bodies.

5618. And, of course, such bodies as the College of Preceptors?—Yes.

5619. That would involve the central board having a large staff of inspectors, would it not?—Not necessarily if they were allowed to take the examinations held by the universities and the College of Preceptors.

5620. But the examining bodies would hardly be able to give the same kind of evidence as an inspector going down to the schools?—I think they are giving exactly the sort of evidence that is required. The universities are employing such examiners and inspectors.

5621. But only on a small scale?—The different universities and the College of Preceptors have already a large number.

5622. They would have to employ a considerable number?—I cannot tell how many.

5623. And as they would report to the central body they would *pro hac vice* be central inspectors?—Yes.

5624. Might not there be a tendency on the part of such inspectors to aggrandise the influence of such a central authority, and tend to uniformity of method as in primary education?—No, I do not think it would be more so than in the case of the examiners appointed by the universities.

5625. Do you think the inspectors ought to be localised?—No, I do not think they should be localised, if by that is meant that an inspector should be restricted to a certain district. I do not see the reason for that.

5626-7. I do not mean that; but they should not be simply a professional staff going out from one central authority?—As at present men might be appointed who have some other occupation but who have special fitness for the work.

5628. Assuming it was necessary to establish new secondary schools would you give the central authority the right to insist on such provision being made?—According to the needs of any district.

5629. And the place where they should be put?—Yes, and the place where they should be put.

5630. That again would involve the engagement by the central authority of a large staff of experts, would it not?—I think the same expert would be able to report on the needs of the district as well as on the particular school.

5631. Is not there something to be said for the view, that the local authority would be better acquainted with the local needs?—I think it might if it were constituted in such a way as to gain the confidence of those in the district.

5632. And with teachers upon it?—Yes.

5633. The teachers would be more able to influence a local than a central authority?—Yes.

5634. From the decision of the local authority would you give an appeal to the central authority?—In every case.

5635. You said you hoped to see university representation on governing bodies?—Yes

5636. May I ask whether you would mean by that some one who would keep the universities continuously acquainted with the changing needs of education?—From time to time, yes.

5637. (*Mr. Yoxall.*) Although you would object to the education board as at present situated being the authority for Secondary Education, I understand you do not object to a reformed, re-modelled, and enlarged ministry of education having to do with, first a department of primary education, and secondly, a department of Secondary Education, and probably a department of tertiary education, under the same roof?—I think the Minister of Education would be responsible for the state of education of all kinds throughout the country, and that legislation would originate with him affecting every phase of education.

5638. And would you have it from some central office?—The central office would also be under the control of the Minister of Education.

5639. And the central office might consist of two branches, the primary and the secondary branch?—Yes, it might be so.

5640. That you would not object to?—I do not think there would be any objection to that if the two were kept distinct on the register and otherwise.

5641. With regard to private schools, although you would object to the setting up of schools by any local authority in competition with private schools in the locality, you would not object to a further supply of scholarships at existing schools, the money being found by the local authority?—No, I do not see any objection to that. I think it should be provided that those scholarships might be held in all efficient schools.

5642. Has the College of Preceptors proposed a system of compensation for private schools for damage done to them by the setting up of schools under the proposed new system by a local authority?—Only to the extent that if a private school is proved to be efficient it should be taken over on terms to be mutually agreed upon; but if those terms could not be agreed upon, the matter should be referred to the educational council, and, within certain limits previously specified, the value of such a school should be determined, and it should be taken over by the authority.

5643. That is the definite plan proposed?—Yes.

REGISTRATION OF TEACHERS: OPINION ON REPORT OF SELECT COMMITTEE 1891.

5644. (*To Mr. Hodgson.*) I suppose you recognise that the question of registration of teachers now presents some different features to those it presented at the discussion of the question by the Select Committee? I mean, that at the date of the Select Committee, there was no impression abroad in the country, and certainly no governmental steps had been taken, in the direction of bringing the whole question of the organisation of Secondary Education and of the provision of teaching under some legislative control?—Not at that time. It was contemplated in bringing in our Registration Bill, that the educational council proposed in that Bill would itself be the starting point of an organisation of the Secondary Education of the country. It would first, through the registering machinery, collect the information that was necessary; it would get upon the register the teachers required in the secondary schools of the country, and it would in its annual report to Parliament bring forward proposals for further legislation for the organisation of the Secondary Education of the country. If this had been done 12 years ago, we believe we should have been far on the way by this time to such organisation.

5645. At the date to which I refer, your evidence and the Bill prepared by the College of Preceptors had reference to the existing state of things

at that time, which state of things was that the teachers in public elementary schools were under a Government Department and under a local authority, and the teachers in secondary schools were neither under a Government Department nor under any local authority whatever, and that there were no relations between teachers of secondary schools and public authorities of any kind at all. Now under existing conditions there are relations between teachers from secondary schools and Secondary Education committees of county councils, and it is contemplated by some that there shall be relations between teachers in secondary schools and a Government department. That is so, is it not?—Yes, I think that is so.

5646. Then upon that question, do you not think that the whole basis of consideration of organisation in 1891 is changed?—In regard to organisation do you mean, or in regard to registration?

5647. In regard to certain features of your plan of registration.—I do not see the essential difference that has been induced since that time.

5648. It was proposed by you to separate entirely the certificated teachers in Government aided schools from the register, and your reasons for doing that were that they were already upon a register of their own, and that they were under a Government department, while the other teachers were not, and therefore it would not do to put them together. I want you to see that the condition has changed to the extent that secondary teachers are becoming under a Government department, and under a local authority, to somewhat the same extent that the elementary teachers are?—We still consider that the two questions would remain essentially distinct with regard to primary and secondary. The conditions that govern the one are so different from those that govern the other, that they would still have to be considered on a separate basis.

5649. But the arguments that you brought forward in 1891 against the inclusion of elementary school teachers because they were under a Government department do now fall, or will fall to the ground when secondary teachers become under a Government department?—No, I should hardly be inclined to admit that.

5650. You are aware that the Select Committee's recommendation was that the teachers certified by the Education Department should be placed on the register?—Yes, provided that they are engaged in teaching in secondary schools.

5651. It is a matter of opinion as to what the Committee meant by that?—It is the first recommendation. The Committee evidently assume that the public elementary teachers are registered already, and that the registration required is for teachers in secondary schools.

5652. That is a moot point. The Committee was sitting upon the whole question of teachers' registration and organisation, and not upon one Bill only which referred to the registration of teachers in secondary schools. But waiving that for a moment, having reference to the Committee's recommendation that teachers certificated by the Education Department should have their names placed upon the register, would you still set up a division between the two, and say that a teacher with a certificate, a teacher with a degree and with long experience, employed in a public elementary school, shall not be placed upon the register, whereas a private teacher, who may have no qualification whatever, who may have been a bankrupt tradesman who has opened a school as a private venture school, shall be placed upon the register because he happens to be master of a private school?—The register might possibly include, in the first instance, such a person as you say, but the question of his inclusion or exclusion would be altogether apart from that of the inclusion or exclusion of the elementary teacher as such.

5653. The College of Preceptors proposes to register teachers of secondary schools. Will you give me a definition of what you mean by secondary schools? What does the term include?—A secondary school is one that is not under the Elementary Education Act.

5654. Then would you regard a dame school as a secondary school? That is not under the Elementary Education Act?—It is not under the Elementary Education Act, I am aware.

5655. My point is that the term secondary school, as understood in the College of Preceptors Bill, is so wide and so vague that you might admit on the register of teachers a person entirely unqualified for the work of a teacher, and you certainly would exclude from the register of teachers thousands of people who were qualified?—There is no question of that with regard to the teachers in public elementary schools. They are vouched for by their certificates. They are trained by the Government, and their position is secure. It has no relation whatever to that of the teachers in secondary schools.

5656. What safeguards would you take against the admission to the register of persons who were teachers in private schools, and for no other reason?—At the outset an inclusive registration of teachers in secondary schools seemed to us a necessity. It may be a regrettable necessity perhaps, but a necessity.

5657. That you must take everybody who was a teacher?—Yes, in order not to destroy the livelihood of those at present engaged in teaching.

5658. (*Mr. Fenwick to Mr. Pinches.*) When you told the Commission that, in your opinion, the children of impecunious parents had already sufficient opportunities for acquiring Secondary Educ tion had you in your mind any particular district, or was your answer intended to have a general application?—May I say that I limited it. I did not say all children of impecunious parents, but children of exceptional ability.

5659. With that limitation may I ask if you had in your mind any particular district; or whether that statement was intended to be of universal application?—I have examined a very large number of candidates for scholarships held in higher schools, and I do not think I have had under my notice more children of exceptional ability on the whole than I have had scholarships to award. They varied in different districts. I may say that in one large county in which many valuable scholarships were offered, there were but five candidates in the whole of the county, and of those only one could be recommended for a scholarship.

5660. And are you aware that there are some districts in which there are no scholarships or exhibitions to be had by the children of the working classes no matter however clever?—That may be so. I am speaking within my own experience.

5661. Then your answer was intended to be limited?—I think I said in my own experience. I intended so to limit it.

5662. Then if it were shown to you that there were considerable districts in which no such facilities were open to the children of particular parents, would you be disposed to qualify your answer with regard to Secondary Education being free?—No, not at all, only in the case of exceptional children.

5663. To that extent then do we understand that you would qualify your answer; that is to say, that exceptional children of poor parents should have their Secondary Education free, if they desire Secondary Education?—Yes.

OBJECT AND CONSTITUTION OF COLLEGE OF PRECEPTORS.

5664. (*Dr. Wormell.*) As regards the College of Preceptors, the Chairman asked you whether it was carried on for private profit, and you answered that question in the negative?—Yes, I did.

5665. Its income is solely derived from the subscriptions of its members and fees, I think?—There are some endowments in addition of which we have the benefit of the interest, but by far the largest amount is derived in the way you say.

5666. You built a building out of the funds which you gradually accumulated for that purpose?—Yes.

5667. The conditions of membership, I think, are such as to prevent any schoolmaster from becoming a member unless he has passed an examination which qualifies him?—He is not eligible for membership unless he has passed an examination which the council think sufficient to show his qualifications.

5668. Your charter restricts your attention to Secondary Education?—Chiefly. It does not restrict it; "more especially," I think, is the term.

5669. You have really, however, confined your work to work in secondary schools?—Yes, we have.

5670. At the same time if an elementary teacher passed from an elementary school to a secondary school, you would accept his certificate as sufficient evidence of his qualification for membership?—That is considered sufficient if it is a certificate of a certain grade.

5671. In one of these resolutions you refer to the council of the College of Preceptors. May I ask what the constitution of that council is?—There are 51 members at present. Of those 10 are heads of public endowed schools; 4 are assistant masters and mistresses in public endowed schools; 1 headmaster of a proprietary school; 11 principals of private schools; 5 former heads of public endowed schools; 2 former assistant masters in public endowed schools; 11 former principals of private schools; 2 principals of training colleges (1 public elementary, 1 secondary); 1 former principal of secondary training college; 1 director of a technical college; 1 former headmaster of a normal school; and 2 professors at public institutions. That is the composition of the council.

5672. Of that council rather more than half the members are either private schoolmasters or were formerly principals of private schools?—About half.

5673. And rather less than half are connected with public endowed schools?—I think they are pretty evenly divided.

5674. And the two sets of masters combine their efforts harmoniously, I think, in spite of that fact?—Yes, that is so.

5675. So that the fears that have been referred to as being entertained by the private schoolmasters are not such as arise from the existence of such public-endowed schools in their midst?—No.

5676. I think you yourself have examined for the University of London?—For the last 20 years every year.

5677. You have examined also many endowed schools at the invitation of governors under their schemes?—I have.

5678. You have examined for a number of years for the London School Board for their scholarships?—For the last six or seven years I have awarded all their scholarships.

5679. And for the London County Council their minor scholarships?—I am now awarding 300 as examiner for the Headmasters' Association.

5680. So that you have met the boys and girls who have left the elementary schools for the higher schools at different stages of their progress?—I have had exceptional opportunities for that.

5681. Do you think they are selected at the right age?—I think there are difficulties in selecting them at an earlier age.

5682. That is perhaps going a little beyond the point. Do you recognise to the full the advantages of the endowed schools in which you have examined and to which you send scholars as well as the private schools?—Certainly.

5683. Now with regard to the fear of these private schoolmasters, is not this the fear, that the provision for Secondary Education they are supplying now will be entirely ignored if a body is started with free liberty to build any number of schools it likes and to support them out of the rates?—They are certainly afraid that in certain districts that might be the effect.

5684. The private schoolmasters I take it (tell me if I am right) do not object to provisions being made for Secondary Education where it is very clear that there is insufficient provision?—They think that such provision should be made.

5685. But they desire to be recognised as furnishing part of the provision for the districts in which they exist?—If they can prove their schools to be efficient.

5686. They contemplate in some cases perhaps that the provision required to supplement theirs cannot be supplied without injuring them and in that case they would desire to be taken over?—They would like to have the option of being taken over in such cases.

5687. (*To Mr. Hodgson.*) With regard to the matter of registration, do you think it is advisible to keep that of elementary teachers separate from that of secondary teachers at present?—Certainly.

5688. A good deal has been said about the unification of the profession as a reason for including all in the same register. Do you think that the unification of the profession would be secured if the certification is left to elementary schools with the monopoly which at present exists to certificated teachers of masterships in elementary schools, leaving that untouched and at the same time establishing the register of secondary school teachers and including on it all elementary teachers as well? Do you think that would tend to the unification of the profession? Would it be a unification only in part and on one side?—I should consider that unification a partial one unless it were made possible for secondary teachers to take posts in the elementary schools.

5689. Registration is not likely to be accepted as a substitute for certification at the present moment?—I do not think it is.

5690. It is an untried thing?—Yes.

5691. Certification has been tried?—Yes.

5692. And registration is not likely to oust certification until it has established itself. Is that your opinion?—Yes.

5693. The best way to utilise this machinery would be then to establish registration of teachers in secondary schools, and then when it is perfected and the register purified to continue the process lower down to do away with the certificates, and to open all schools to all qualified persons whether they come from a university or an elementary training college. Is that your view of the right way of unification?—Yes.

5694. Now one other point with regard to the various associations of teachers accepting this view. If we except the teachers' guild do you know of any other corporate body or association of teachers of secondary schools that differs from you in this matter?—I do not know of any other body.

5695. With reference to those resolutions that have been brought before us, it is said that No. 2 is obstructive. That is the resolution which says that in the opinion of your council a measure for registration should be incorporated in any measure for Secondary Education. Do you think it is a just description to say that that is obstructive?—I certainly do not think that would be a correct description. The resolution states that it should be proceeded with *pari passu*, I presume, either as a separate measure or as part of a general measure.

5696. Is this a correct way of putting it: Every good private teacher wishes to be allowed to register his qualifications; if Secondary Education is organised, and he is still denied the opportunity of registering, his last state would be worse than the first?—Yes.

5697. And that is the reason why the secondary school teacher hopes to see registration inserted in any scheme for the organisation of Secondary Education?—Yes; before the organisation is carried out.

5698. (*Mr. Lyttelton to Mr. Pinches.*) Would you favour the idea of the inspection of private schools being optional?—I think it should be optional.

5699. And the inspectors I think you said should not be local?—I think not.

5700. Would you approve of their being appointed by the Crown?—I would prefer their being appointed by the university authorities, or the College of Preceptors—the recognised efficient bodies.

5701. And in the event of a private schoolmaster not wishing to be registered what sort of penalty would you attach to that?—The penalty suggested was that if he was not on the register he should not be recognised as a professional teacher, and should be unable to recover fees in a court of law.

5702. That would not apply to a headmaster in a private school, would it?—Yes.

5703. You mean the fees from parents?—Yes.

5704. Have you any idea of the private schools being represented on the local authority?—I have not yet considered what the local authority would be, but I should think that on any authority over Secondary Education the teachers in secondary schools should be represented.

5705. (*Dr. Wormell.*) Registered teachers?—Yes.

5706. (*Mr. Lyttelton.*) Do you mean that the registered teachers should have a representation of themselves on the local authority?—I think they should if such local authority had control over the Secondary Education of the district.

5707. Then do you not foresee the difficulty in the event of an inquiry into local needs that the opinion of any private schoolmaster in the district might perhaps not be a very impartial one?—He might express an opinion; what it was worth would be duly considered.

5708. It has been said that private schools are able to claim consideration, because they have shown variety in educational aims and methods?—Yes.

5709. That was said before the Commission in 1868; and do you say that it still holds good?—I think the claim has increased on that account, because I believe private schools have considerably improved since that time.

5710. But in the matter of variety of aims and methods, what sort of variety have they been concerned with chiefly?—I think there has been great extension in the cultivation of science teaching in schools, and also in modern languages, but especially in the direction of science teaching.

5711. Do you mean that there has been an extension from what they used to be themselves, or that they are more various and elastic in their methods as compared with endowed schools, for instance?—I am merely comparing what had been reported upon in 1865.

5712. What I mean was that, in comparison with endowed schools, they have shown themselves more capable and elastic in devising new methods of education?—Yes; I think they have.

5713. Do you know many cases in which private schoolmasters have means of their own which they spend upon devising such new methods?—Yes, I know several such cases.

5714. Some private schools are boarding schools?—Yes.

5715. Is it not pretty certain that a private boarding school is likely to be injuriously affected by the starting of a rate-supported day school, or boarding school, even at a very considerable distance?—Yes, I think it would be affected even if a school so started was at some distance.

5716. I think you said that there are parts of the country where you think there is a deficiency and a local need for Secondary Education?—Yes.

5717. How far do you think those wants are likely to be supplied by private enterprise?—That would depend upon what the people in the district would be willing to pay for efficient Secondary Education.

5718. How far do you consider there is a need for the State or the local authority to step in in districts which are not now supplied by private schools?—I do not think there is any occasion for the State to step in and to support schools in any district.

5719. Neither the State nor any local authority in any district in England?—I think if there were registration of secondary schools it would soon be seen where they were wanted. Registration is essential.

5720. (*Sir Henry Roscoe.*) When you say that you think there is no want of schools, do you refer to schools in which the fees are, as I believe you stated, 10*l.*, or do you refer to cheaper schools?—Where the average fees are 10*l.*

5721. You do not think there is any necessity for cheaper schools than those where the fees are 10*l.* in those districts or in any districts?—I think if rate-aided schools were opened, people would undoubtedly make use of them.

5722. But you do not think it is for the good of the nation to establish day or boarding schools cheaper than that?—No, I think not, because the effect would be disastrous in one direction, in that it would result in the closing of efficient private schools.

5723. And you think that is sufficient reason?—Yes, I do.

5724. (*Mr. Hobhouse.*) I understand that the body you represent advocates the organisation of Secondary Education under an Educational Council?—Yes.

5725. Such a council as was recommended by the Committee of 1891?—Yes, the Select Committee of the House of Commons on Teachers' Registration.

5726. At that time the Committee was only dealing with the question of the registration of teachers?—Yes.

5727. Your view would be that this council should not confine itself to ascertaining the efficiency of the teacher, but should also undertake to inquire into and ascertain the efficiency of each individual school?—I think it should have the power of doing that if asked to do so.

PRIVATE SCHOOL STATISTICS.

5728. There is a great number of these private schools about the country?—A very great number in proportion to the number of the endowed schools. (*Mr. Hodgson.*) The number of schools in the different county directories is not far short of 16,000; but the number that might properly be called secondary schools would be about 11,000 or 12,000. I think the number is 11,000 in England.

5729. Do you think that is a complete estimate?—I think that is a very fair estimate of the number.

5730. Have you taken steps to ascertain that?—Yes.

5731. Have you any estimate of the numbers of boys and girls being educated in these schools?—Applying the averages derived from an analysis of over 1,900 returns from individual schools, public and private, I estimate that there would be about 580,000 boys and girls.

5732. Can you divide them?—No, I could not divide them.

5733. Have you classified the schools?—I think they might roughly be classified into about 1,000 endowed schools, 400 proprietary, and 9,600 private schools.

5734. You have put aside a certain portion of the number?—Outside that there is a certain proportion of very small schools or merely preparatory schools.

5735. Schools that you would consider not worth taking into account?—Yes.

5736. But still schools which might regard themselves as deserving of estimation?—No doubt.

ESTIMATED NUMBER OF CHILDREN REQUIRING SECONDARY EDUCATION.

5737. (*Sir Henry Roscoe.*) Have you any other information with regard to the statistics of these schools?—I will put before the Commission two estimates with regard to the number of children that may be supposed to require Secondary Education. Taking the basis of the figures supplied by the Schools Inquiry Commission, and making allowance for the overlapping of the primary education that has taken place since the time of that Inquiry, I consider that 25 per 1,000 of boys and girls together might be taken as representing the number of children between the ages of 8 and 15.

5738. The number of those who ought to have a Secondary Education?—Yes. That would give for the whole country, 687,000. Making allowance for those remaining at school beyond the age of 15, I think about 76,000 should be added to that number, making a total of 763,000.

5739. What amount of accommodation do you reckon as existing for the number you speak of?—The number of secondary schools I put at about 11,000; but outside those there is a considerable number of small schools or preparatory schools which might possibly bring the total up to 15,000 or 16,000. One of the largest school-publishing firms had not long ago on their list some 16,000 schools, and they have since reduced that list to about 11,000.

5740. What do you estimate the 11,000 schools could do in the way of teaching that number of children?—I reckon they could provide for about 580.000. I should like to put it in another way. The number of children in England and Wales between the ages of 8 and 15 in the census returns of 1891 are given as 5,260,674. Of these the Education Department consider that six-sevenths belong to the elementary class. That would account for 4,509,150, leaving 751,524. That is for England and Wales. If you take the proportion for the Welsh children as 41,751, that would leave 709,774. Then a deduction should be made for children taught at home. This is purely speculative, but I think if one twenty-fifth were taken for that, it would be as much as one ought to reckon. There would remain 681,383. If to this be added one-ninth, 75,709, for those over 15, we have a total of 757,092 as compared with the total of 763,000 arrived at by the other process.

5741. (*Dr. Wormell.*) How many of these scholars are actually in schools connected with the College of Preceptors?—192,000.

5742. (*Sir Henry Roscoe.*) In how many schools?—3,687.

5743. (*Dr. Wormell.*) Some of them endowed?—Yes. The number and character of these schools are stated in the table which I have supplied to the Commission. There are 216 endowed boys' schools, and 42 endowed girls' schools.

5744. (*Mr. Hobhouse.*) Going back to the total number of children for whom Secondary Education is required, I understand that you have made two independent estimates, and that they lead to this result: that in round figures accommodation is required for 760,000?—Those figures are more or less speculative; but they are arrived at by two different methods.

5745. On the other hand, from information you have collected throughout the country, you estimate that there is accommodation existing in what you consider to be efficient secondary schools for about 580,000?—I could not say efficient secondary schools.

5746. In secondary schools?—About 580,000, I think.

5747. Then, according to those figures, there would still appear to be needed accommodation for no less than 180,000 children?—It appears so, unless these are at present in the elementary schools, or are being educated at home.

5748. Is that how you explain the difference?—I have no other means of explaining the discrepancy between those figures.

5749. It would point to very considerable need for further provision for Secondary Education, such as we have been led to suppose exists?—It would apparently point in that direction.

5750. Besides the schools that you have reckoned not as efficient, perhaps, all of them, but as what may clearly be recognised as secondary schools, there are a considerable number of smaller schools to whose existence you do not attach much weight?—We know nothing of them really.

5751. But I understand that your view would be that no new school should be set up in any district without complete inquiry into all the classes of schools that exist and profess to give Secondary Education?—That is so.

5752. And therefore if your views were carried out, every one of these small schools would have a right of appeal to the central educational council, and the work of that council might require it to deal with inquiries into the efficiency of thousands and thousands of schools throughout the country. Is not that so?—(*Mr. Pinches.*) Yes.

5753. And have you been led to consider whether it would be practicable for a central body to carry out all this work?—I think it would. It might appoint bodies in different districts to carry out the work.

5754. You would propose that the central council should have power to set up those schools?—I have not proposed it, and doubt whether it could be done.

5755. What you had contemplated is, that it should ascertain the efficiency of these schools through a number of inspectors, appointed either by the universities or by such a body as your own?—I think in the case of a private school wishing to show its efficiency, it would offer itself for examination or inspection, and that would be done either through the general council appointed by the Registration Bill, or by a recognised public body. It would not necessarily devolve upon the educational council.

5756. When you say "recognised public bodies," you do not mean to include any local body?—I do not.

5757. Then you object, as a rule, to any rating power being given to any local body to aid Secondary Education?—I will not say to "aid Secondary Education," but to aid it by giving an education below cost price.

5758. For what object, then, would you allow them to rate?—It might be, as is suggested, for more scholarships to be held in the higher schools, either private or endowed.

5759. You recognise the fact that there are districts where scholarships alone will not meet the demand and day schools are required?—I have no personal knowledge.

5760. You are aware that in many large towns there are higher grade elementary schools which do give a large amount of Secondary Education?—I believe there are such schools.

5761. Would you have any objection to that system as trenching on the province of private schools?—I think it does so trench, and I should have an objection to it because I think it is competing in a somewhat unfair way with the private schools.

5762. You are aware that the charge does not represent the real cost of the education?—It does not.

5763. But your general view, I take it, would be, that where the parents are not willing to pay fees of about 10*l.* for each boy, unless the boy is of such marked ability that he can get a scholarship, he shall not have any Secondary Education?—10*l.* is the average. There are many schools in which an efficient education is given at a lower price. On the other hand, there are many where the cost is greater than that. I was giving the average.

5764. What, in your judgment, would be the minimum cost of Secondary Education in country districts?—Of course it would vary according to rent in different districts, and other considerations, but I think it might in some cases be below 10*l.*

5765. Could you mention any figure?—I should not like to pledge myself to any figure without going into the question, but I should think something below 10*l*.

5766. But whatever the cost may be you consider that parents ought to pay that cost?—I do for Secondary Education, elementary education being free.

5767. And you would include in elementary education, I suppose, such education as they would receive up to the 6th or the 7th Standard?—Yes.

5768. (*Mr. Llewellyn Smith to Mr. Hodgson.*) I want to ask one question with regard to the estimate of the number for whom Secondary Education might be required. You gave us two different methods of arriving at that estimate. Are you sure that they are really independent?—One is founded upon the investigations made by Mr. Richmond for the Schools Inquiry Commission, and it was a very careful estimate and tested in various ways.

5769. I am not questioning the estimate. Perhaps my question would be clearer if I put it in this way. How do you think the Education Department have come to the conclusion that the proportion of children which falls within their scope is six-sevenths. Is that based upon the estimate of Mr. Richmond in the Schools Inquiry Commission?—I presume it was based upon independent investigation by the machinery which the Department has at command for such investigation.

5770. It is possible that it may be the same estimate, is it not?—I should hardly have thought so. I have assumed that the estimate was based on more recent calculations.

EVIDENCE OF RECENT IMPROVEMENT OF PRIVATE SCHOOLS.

5771. (*To Mr. Pinches.*) You said, in answer to the Chairman and also to Mr. Lyttelton afterwards, that in your opinion there has been a marked improvement in private schools?—Yes.

5772. Could you develop that a little and tell us in the first place what periods you are comparing?—My experience in examining and inspecting private schools extends over 25 years. I have examined every year a considerable number of private schools and endowed schools.

5773. And it is the estimate based upon that experience?—Yes. It is the opinion I have formed from that experience.

5774. Can you tell us how far it is based upon comparing the condition of the same schools, or the whole mass of them at different times?—Both. I have seen improvement in the same school year after year, and we venture to hope that it is partly owing to the examinations that have been held, and the suggestions that have been made, which in most cases were acted upon.

5775. That is to say that the class of private schools which have come under that examination and inspection have had their level raised by it?—I think most of them have. There have been cases, I am bound to say, where the examination has shown a very unsatisfactory state of things, and where the school reported upon has not asked to be examined again; and I have known cases where schools, after a short existence, have ceased to exist.

5776. Would there not be a considerable class of schools that do not come within that category?—Yes. I was speaking only of those I had knowledge of.

5777. It would not be necessarily an average private school which you speak of, but that selected class of them which submitted voluntarily to a public test?—They have asked for a public examination.

5778. Going outside that, should you say that the improvement has extended downwards to the other schools?—I should say so, judging not from personal experience, but from the pupils sent up to the examinations of the College of Preceptors.

5779. That is to say schools not examined as a whole, but sending up individual pupils?—Yes.

5780. With regard to those inferior schools, to what do you attribute the improvement?—They have found in many cases that in order to be successful, or even to survive, they must introduce better methods and have a more efficient staff.

5781. It is from the competition of better schools?—Yes.

5782. And also possibly the fact that a cheaper class of private schools has been crushed out by the competition of elementary schools?—Yes.

5783. Do you regard that as a salutary process?—Yes, because it tends to bring about the disappearance of the inefficient schools.

5784. Do you regard the present supply of efficient Secondary Education as very defective over the whole of the country?—I think there are a great many of the secondary schools as to which it may be said that it would be for the benefit of the country if they ceased to exist.

5785. And if they were replaced?—Yes.

5786. Subject to some such guarantee as you have sketched out in the resolutions, you would not only tolerate, but welcome some public organisation?—Yes, and which would at the same time preserve individual liberty.

5787. Subject to that the College of Preceptors would not oppose but advocate it?—It would advocate any such measure.

5788. Now with regard to the extension of the demand for Secondary Education. You admit, of course, that the demand is an elastic thing, which would very widely extend if the price were lowered?—Yes; many children who are now sent to free schools would then be sent to the cheap secondary schools.

5788*a*. And the meaning of the term "demand," as you used it, is the demand at a price which would enable the schools to be self-supporting?—Yes.

5788*b*. You are aware that the estimate of the Schools Inquiry Commission was not based on that definition?—No.

5788*c*. And, therefore, it would not be quite relevant to what you have said?—No, not quite.

5789. Apart from the existence of private schools with interests to be safeguarded, is there any reason, in your opinion, in the nature of things why Secondary Education should not be offered at less than cost price?—It opens a large question of policy, and it seems to me to lead ultimately to free education.

5790. Would you object to the subsidising of university colleges?—No, I do not object to that.

5791. Nor to the subsidising of elementary education?—No.

5792. Then why should the intermediate schools alone be left to be self-supporting, apart from the consideration of the existing private schools?—That is the consideration in my mind. Any such scheme would lead to their extinction, would be a loss to the country. It is a question which will have to be regarded as a question of policy, I think. My own personal opinion is opposed to free education in secondary schools.

5793. And in the higher schools?—In the higher schools, not for children of average ability but for the clever children.

5794. Do you know of any continental country in which Secondary Education is self-supporting, that you could quote which would be useful?—No.

5795. You have quoted a price of 10*l*. as the average fee. Does not the price, at which this efficient Secondary Education can be offered, depend upon the size of the school?—Yes. That was taken upon an average of

the schools of different size, and that was the fee charged which, no doubt, included the profit made by the headmaster, and the interest on his initial expenditure.

5796. So far as the public authority setting up schools could economise by reason of the size of its schools, you would not object to its offering education at smaller fees?—No; provided it paid its expenses.

5797. With regard to inspection, you said you would advocate some kind of inspection of schools, not for educational purposes only, but with a view of seeing to the buildings and the sanitary arrangements, and so on?—Yes.

5798. That, I presume, would be a local inspection, would it not?—I think so with regard to the sanitary arrangements, the efficiency of the ventilation, and so on.

5799. Do you conceive any objection to that—that the local sanitary authority should have the power?—Not if they were competent and impartial.

5800. The existing sanitary authority, which already inspects workshops, and so on?—Yes, with regard to the sanitary arrangements.

5801. You do not think there would be any opposition?—I do not think there would, if they were restricted to those questions.

5802. (*Sir Henry Roscoe.*) Do you consider that the action of authorities under the Technical Education Act has had any influence of a serious character upon private schools?—No, I do not know of any case in which a school has suffered.

5803. That is in fact modern Secondary Education under another name?—In my view technical instruction is distinct from Secondary Education.

5804. Are you aware that under the Technical Instruction Acts the subjects can be taught, and are taught in many cases?—Yes; but I do not know personally of any such instance in which the private school has suffered.

5805. I see that you say in Resolution No. 9 that the competition for scholarships such as you suggest should be of universal application, and not at the discretion of the local authorities. Do you not trust the local authorities to do justice, or what do you mean by the universal application; do you mean by that that the circumstances ought to be the same all over the country?—What we mean by that is that the question of whether the scholarships should be allowed to be held in efficient private schools should not be decided by a local authority, but that it should be provided in the Act, that such scholarships could be held at any efficient school, public or private.

5806. Are you aware that in the Bill which was introduced by Mr. Hobhouse and myself last year, it was made a provision that scholarships might be so held?—I think the discretion was given to the local body.

5807. Do you wish that that should be made of universal application, and that it should be made compulsory?—Yes, that if a private school proves itself to be efficient, it shall not be in the power of any local body to say, "This school shall not have that privilege."

TRAINING OF TEACHERS.

5808. Now I wish to hear your views very shortly on the question of the training of teachers?—The council of the college have for more than 20 years endeavoured to supply the want of systematic preliminary training by providing annual courses of lectures on the science and art of education by men of high standing in their respective departments and these lectures have been attended by many hundreds of teachers. They have also served the purpose of a preparatory training for candidates for the examinations in the theory and practice of education, which is an obligatory subject for all diplomas of this college. The provision of such lectures is, the council are well aware, only part of the training of a teacher, and they have for some years past been putting aside part of their

income for the purpose of establishing a day training college for secondary teachers, to be carried on in the college building in connexion with practising schools in different parts of the metropolis.

5809. You are aware that day training colleges are now established in university colleges?—I know there are such day training colleges.

5810. Have you any further remarks to make with regard to the scholarships for intending teachers, not so much with reference to what you are doing at the College of Preceptors, but with reference to your view as to any general recommendations you think you can make?—We have offered scholarships for the training of teachers, and these have been held at training colleges for secondary teachers, and also at efficient schools on certain conditions, and we still think that with regard to the training of teachers for secondary schools they should have either the option of being trained in one of those colleges or that the training might be carried on in schools on certain conditions.

5811. Would you like to see some system of day training colleges applicable to secondary teachers as they have recently been made applicable for elementary teachers?—Yes; we do not think it would be a very large number that would be required in the first instance, and they might be established at convenient places.

5812. Your college has taken the initiative of showing how that may be accomplished?—We have, and we hope to start one within a very few months, and devote 1,000*l.* a year to the experiment.

5813. Would you think that in any system of secondary education there should be some provision made for the teaching and training of secondary teachers?—Not for the teaching, but for the training of teachers for secondary schools. I think that after a time these training colleges would be self-supporting. The only aid that would be required would be the initial aid for the starting of such colleges.

5814. Have you anything to say with respect to the conditions of holding these scholarships?—The council consider that while thus proposing to establish a normal school for secondary teachers in London, this is not the only method of training which might be adopted; but that it would be possible for large and thoroughly equipped schools to train their own teachers on the system which obtains in the secondary schools of Germany, where the secondary teacher before he can obtain an appointment in one of the State schools, is required to be attached for two years to a Gymnasium Realschule, the headmaster of which is charged with the duty of directing the technical education of the probationer. They do not see why such a method should not be found practicable in English schools, especially in places where facilities could be afforded for theoretical instruction in connexion with one of the proposed day training colleges or normal schools, or by means of properly organised courses of lectures on the science and art of education. They have, in fact, given their approval to the method of training in a school, by allowing for some years past, in the absence of secondary training colleges for men, their scholarships for intending teachers to be held at approved schools, where the headmaster undertakes to comply with the conditions laid down by the council.

5815. Have you any other remark to make upon that?—That is all I need trouble the Commission with with regard to that.

5816. (*Dr. Wormell.*) I suppose those training colleges for secondary teachers for the whole of the country would be very few?—There would be very few required.

5817. Do you not think that the teachers preparing for secondary schools require to see a great variety of educational work, and that a large provincial town with a university college in it would be the best place for such a training college?—I think it would with a variety of schools of various kinds for practising purposes.

5818. And with regard to the support: just take London for a moment; would you not be glad to see, if we got what is talked about, that is, a real university for London, the College of Preceptors in this part of its work, become the College of Pedagogy for the metropolis, associated with the university?—I certainly should like to see it, and I believe it is a body which would be peculiarly fitted for the work.

5819. And would you object to see such a college partially supported, as other university colleges would be, by Imperial grant, supposing the grant to be expressly given for the establishment of chairs of psychology and education?—I should not object to see that.

(*Sir Henry Roscoe.*) We are very much indebted to you for your evidence.

The witnesses withdrew.

Adjourned to to-morrow morning at 11 o'clock.

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APPENDIX No. 1.

Handed in by the Rev. A. R. Vardy. (*See Question* 1740.)

KING EDWARD'S SCHOOL, BIRMINGHAM.

Summary of Statistics, 1884–1893.

A. Number of pupils in schools:—

	1884.	1893.
Boys' High School	319	426
Girls' High School	203	258
Boys' Grammar Schools	859	944
Girls' Grammar Schools	603	813
	1,984	2,441

[The number of pupils in the schools at the beginning of 1,894 was 2504.]

B. Number of pupils admitted during the 10 years, 1884–1893:—

Boys' High School	1,020
Girls' High School	575
Boys' Grammar Schools	2,911
Girls' Grammar Schools	2,290

C. Number of foundationers elected at Admission during the 10 years, 1884–1893:—

Boys' High School	191
Girls' High School	86
Boys' Grammar Schools	696
Girls' Grammar Schools	490

D. Number of pupils passing during the ten years, 1884–93, from Primary Schools to the Schools of the foundation, either with Foundation Scholarships or as Fee Payers:—

	Foundationers.	Fee Payers.	Total.
To Boys' High School	7	72	79
To Girls' High School	2	19	21
To Boys' Grammar Schools	558	1,265	1,823
To Girls' Grammar Schools	356	801	1,157

E. Number of pupils passing during the 10 years, 1884–1893, from Grammar Schools of the Foundation to High Schools of the Foundation:—

	Foundationers.	Fee Payers.	Total.
To Boys' High School	100	74	174
To Girls' High School	52	117	169

A comparison of Tables B., C., D., and E. gives the following results :—

Per cent.			
7·7	of all the pupils admitted to the	Boys' High School -	Come direct from Primary Schools.
3·6	,, ,, ,,	Girls' ,, -	
62·6	,, ,, ,,	Boys' Grammar Schools	
50·5	,, ,, ,,	Girls' ,,	
3·6	of all the Foundationers ,,	Boys' High School -	
2·3	,, ,, ,,	Girls' ,, -	
80·1	,, ,, ,,	Boys' Grammar Schools	
72·6	,, ,, ,,	Girls' ,,	
17·	of all the pupils ,,	Boys' High School -	Come direct from the Grammar Schools.
29·3	,, ,, ,,	Girls' ,, -	
52·3	of the Foundationers ,,	Boys' ,, -	
60·4	,, ,, ,,	Girls' ,, -	

APPENDIX No. 2.

Handed in by Miss Cooper. (*See Question* 2161.)

ADMINISTRATIVE MACHINERY.

I.—*Local Councils.*

Area.—Local Councils are required in two kinds of districts—
(1) Urban; (2) Rural.

(1.) In urban districts the simplest plan seems to be to make the area of the local education council co-terminous with that of the county borough.

(2.) In rural districts probably the administrative county furnishes the best area for the purpose of the local education authority.

Should this be deemed too large, a division of the administrative county might be made, the main principle to observe being the assimilation of any new educational area to some administrative area which already exists, regard being had to the delimitation of areas now going on under the provisions of the Local Government Act of 1894.

Constitution.—The constitution of local education councils should be a federation of existing educational authorities, with the expert element added.

(1.) In county boroughs such a local council would include members elected by (*a*) the municipality, (*b*) the school board, (*c*) the local university college (where such exists), (*d*) the governing body of any other local educational endowment, and (*e*) the body of registered teachers in the district.

The council should further have power to coöpt a limited number of other members.

(2.) In administrative counties the local education council would include members elected by (*a*) the county council, (*b*) the school boards of the district, (*c*) the governing bodies of local educational endowments, (*d*) the body of registered teachers in the district.

The power to coöpt a limited number of other members should also be given.

Powers.—The local education council should—

(*a*) inquire into the resources and needs of the district;
(*b*) decide upon the best means of supplying deficiencies, and the proper educational authority (*i.e.*, school board or county council) to which new developments should be entrusted.

In case of any educational authority disputing the decision of the local council, there might be a right of appeal to the central education council.

The local council should further—

(*c*) publish official reports on the educational resources and conditions of the district;

(*d*) keep a register of all schools in the district, registration to be compulsory for endowed and proprietary schools, permissive for private schools;

(*e*) at the request of any proprietary school, the local council should appoint a representative to be added to the directorate of such proprietary school;

(*f*) The local council should also keep a list or lists of the registered teachers professionally engaged within the area, to be used for voting or other purposes.

II.—*Divisional Councils.*

Area.—Divisional councils might be elected in areas formed by grouping the county boroughs and administrative counties into eight or nine larger areas. London might have a divisional council, and be also divided into smaller areas, each with its local education council. In this way the unit of management would be kept sufficiently small and at the same time the different units would be co-ordinated into a harmonious whole.

Constitution.—The divisional councils might be formed of representatives of the local councils, two or four from each, one-half of such representatives being registered teachers.

Powers.—The divisional council would—

(*a*) receive reports from the local councils included in its area;

(*b*) issue a yearly report on the educational work and resources of the division;

(*c*) provide ready means of co-operation in educational work which demanded for its proper treatment a larger area than that of the local council, *e.g.*, schools for the deaf, dumb, or the feeble-minded, &c.

III.—*The Central Council.*

Constitution.—As the local councils would federate the different educational interests in their respective districts, so the central council would federate the different educational interests of the country as a whole. It would include representatives of—

(*a*) the Education Department - - -	1
(*b*) the Science and Art Department -	1
(*c*) the Charity Commissioners - -	1
(*d*) Oxford and Cambridge Universities -	2
(*e*) the Divisional Councils - - -	8–9
(*f*) the Registered Body of Teachers -	6–9

A representative of London University might be added.

The natural head of such a council would be a Minister of Education.

Powers.—The functions of the central council would be—

(*a*) the keep the register of (1) teachers, (2) schools;

(*b*) to initiate educational legislation when needed, and to consider any educational legislation proposed;

(*c*) to *inspect* schools with regard to sanitary arrangements, and (perhaps) to check registers and accounts, but not to undertake any *examination* work;

(*d*) to act as a bureau of information. In this capacity to receive reports of educational work both at home and abroad, and to edit and publish such reports in an accessible form. The publication of an Education Gazette might prove a valuable help in this direction;

(*e*) to act as a court of appeal in case of any conflict of authority on the local councils.

Edgbaston High School for Girls,
June 5, 1894.

A. J. Cooper, F.C.P.

APPENDIX No. 3.

Handed in by Miss Gurney. (*See Question* 2416.)

ANALYSIS of EXPENDITURE and of FEES received per PUPIL for 10 Years, 1884 to 1893.

——	1884.	1885.	1886.	1887.	1888.	1889.	1890.	1891.	1892.	1893.	Total.	Average per Year.
Teachers	9·62	9·89	9·97	10·06	9·93	9·99	10·14	10·04	10·06	10·11	99·81	9·98
Stationery	0·56	0·54	0·54	0·53	0·48	0·46	0·44	0·46	0·44	0·42	4·87	0·48
Prizes and scholarships	0·19	0·16	0·19	0·19	0·19	0·17	0·19	0·18	0·18	0·19	1·83	0·18
Rates, taxes, and insurance, current repairs, rent, mortgage interest, interest at 5 per cent. on capital invested, and depreciation.	3·20	2·83	2·75	2·72	2·98	2·87	2·91	2·81	2·75	2·89	28·71	2·87
Miscellaneous	1·46	1·56	1·66	1·61	1·59	1·52	1·55	1·58	1·57	1·54	15·64	1·56
	15·03	14·98	15·11	15·11	15·17	15·01	15·23	15·07	15·00	15·15	150·86	15·08
School fees received	15·34	15·43	15·31	15·30	15·23	15·20	15·36	15·28	15·16	15·14	152·75	15·27

AVERAGE SALARY for CLASSED TEACHERS for 1894.

——	No.	Amount.	Average.
		£	£
Class I.—135*l.* to 200*l.*	35	5,600	160
„ II.—95*l.* to 135*l.*	183	21,175	115
„ III.—75*l.* to 100*l.*	101	8,920	88

Appendix No. 3—*continued.*

Girls' Public Day School Company, Limited.

December 1893.

Statistics as to University Careers of Pupils of the Company's Schools.

N.B.—This Return is an under-statement, as in some Schools particulars have not been Registered.

—	External Scholarships gained by Pupils.								Pupils who have become Students at some University College.						Pupils who have taken Degrees or passed equivalent Examinations.									Pupils who have gone to Training Colleges.	—
	St. Dunstans.	Girton.	Newnham.	Bedford.	Holloway.	Welsh Colleges.	Other like Institutions.	Total.	Cambridge.	London.	Oxford.	Holloway.	Other Colleges.	Total.	Cambridge Hon.	Cambridge Pass.	London Honours.	London Pass.	Oxford Honours.	Oxford Pass.	Other Universities Hon.	Other Universities Pass.	Total.		
Bath	—	—	1	—	—	—	1	2	8	2	1	—	8	14	1	—	—	1	—	—	—	—	2	3	Bath.
Blackheath	1	4	2	2	1	—	3	13	14	2	3	—	4	23	6	1	1	—	—	—	—	—	8	4	Blackheath.
Brighton	—	3	1	3	4	—	1	12	4	1	—	7	1	13	—	—	2	—	—	—	—	1	3	4	Brighton.
Bromley	—	1	—	—	1	—	2	4	1	1	1	1	1	5	—	—	—	—	1	—	—	—	1	—	Bromley.
Carlisle	—	—	—	—	—	—	—	—	—	—	—	1	—	1	—	—	—	—	—	—	—	—	—	—	Carlisle.
Clapham	1	—	6	—	3	—	5	15	11	18	1	2	10	42	7	—	4	2	—	—	5	—	18	8	Clapham.
Clapton	1	—	1	—	2	—	2	6	11	—	—	—	—	11	—	—	—	—	—	—	—	—	—	19	Clapton.
Croydon	1	4	3	4	—	1	—	13	25	12	6	—	1	44	14	—	4	3	3	—	—	—	24	—	Croydon.
Dulwich	1	3	—	1	1	—	1	12	12	4	1	2	6	25	7	—	1	4	2	1	—	—	15	6	Dulwich.
Gateshead	—	—	1	1	1	—	1	4	7	1	—	1	2	11	5	—	—	—	—	—	—	—	5	—	Gateshead.

Highbury	—	—	—	4	—	—	—	4	1	15	1	—	1	18	—	—	3	6	—	1	—	—	10	9	Highbury.
Ipswich	—	1	1	1	—	—	—	3	1	4	—	—	4	9	1	—	—	4	—	—	—	1	6	4	Ipswich.
Kensington	1	4	—	4	5		1	15	13	15	11	7	1	47	5	1	6	—	2	1	—	—	15	8	Kensington.
Liverpool	—	1	1	2	3	—	5	12	8	2	1	6	17	34	2	—	1	—	—	—	3	—	6	—	Liverpool.
Maida Vale	—	4	1	3	—	1	3	12	10	12	—	—	12	34	6	—	10	—	—	—	5	—	21	6	Maida Vale.
Norwich	—	—	—	—	—	—	4	4	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	6	Norwich.
Nottingham	—	1	—	2	1	1	4	9	7	1	5	1	12	26	4	—	3	—	—	1	—	—	8	—	Nottingham.
Notting Hill	8	20	5	11	5	—	3	52	57	22	6	6	4	95	33	—	16	—	—	1	—	—	50	50	Notting Hill.
Oxford	—	3	1	—	—	—	3	7	16	3	15	7	3	44	7	—	1	—	4	1	4	—	17	—	Oxford.
Portsmouth	—	—	—	—	—	—	4	4	—	—	1	—	—	1	—	—	—	1	—	—	—	—	1	—	Portsmouth.
Sheffield	—	2	—	4	1	1	8	16	7	8	4	—	6	25	2	2	7	—	1	—	1	—	13	4	Sheffield.
Shrewsbury	—	—	—	—	—	1	—	1	3	—	—	—	—	3	—	—	—	—	—	—	—	—	—	—	Shrewsbury.
South Hampstead	1	3	2	2	5	—	1	14	7	6	—	9	—	22	5	—	4	2	—	—	—	—	11	—	South Hampstead.
Streatham Hill	—	—	—	—	1	—	—	1	—	—	—	—	—	—	—	—	—	—	—	—	—	—	—	2	Streatham Hill.
Sutton	—	—	—	—	—	—	2	2	—	—	1	2	—	3	—	—	—	—	—	—	—	—	—	2	Sutton.
Swansea	—	—	—	—	—		—	5	—	—	—	—	3	3	—	—	—	—	—	—	—	—	—	—	Swansea.
Sydenham	—	—	—	—	—	—	—	—	1	—	—	1	—	2	—	—	—	—	—	—	—	—	—	—	Sydenham.
Tunbridge Wells	—	3	1	1	—	—	2	7	5	—	2	—	5	12	1	—	—	2	—	—	—	—	3	—	Tunbridge Wells.
Weymouth	—	—	—	—	—	—	—	—	2	—	—	—	—	2	—	—	—	—	—	—	—	—	—	-	Weymouth.
Wimbledon	—	3	5	7	1	—	3	19	9	4	3	2	—	18	2	—	1	1	3	—	—	—	7	6	Wimbledon.
York	—	—	—	—	—	3	—	3	—	—	—	—	—	—	—	—	—	1	—	—	—	—	1	—	York.
Total	15	65	32	52	35	13	59	271	235	133	63	55	101	587	108	4	64	27	16	6	18	2	245	141	

APPENDIX No. 4.

Handed in by Mr. Sidney Webb and Doctor W. Garnett. (*See* Q. 2555.)

REPORT of the TECHNICAL EDUCATION BOARD for the year 1893–94.

Presented to the Council June 5th, 1894.

NAMES of MEMBERS of the BOARD for the year 1893–94.

Name.	Body represented.
Bayley, Edric	London County Council.
Beachcroft, R. M.	"
Chatterton, G. J.	"
Collins, W. J., M.D.	"
Compton, Earl, M.P.	"
Crooks, W.	"
*Fardell, T. G., J.P.	"
Napier, T. B., LL.D.	
Forman, E. B., M.D.	"
*Harris, H. P.	"
Powell, H. J.	
Hogg, Quintin	"
Leon, A. L.	"
Orsman, W. J.	"
Roberts, R.	"
Spicer, Evan	"
Steadman, W. C.	"
Stuart, J., M.P.	"
Taylor, H. R.	"
Ward, H.	"
Webb, Sidney	"
Wood, T. McKinnon	"
Diggle, J. R.	School Board for London.
Moberly, General F. J.	"
Stanley, Hon. E. Lyulph	"
*Hopkins, A. B.	Trustees of the London Parochial Charities.
Sebastian, L. B.	
Magnus, Sir Philip	"
Roberts, Sir Owen, M.A., D.C.L.	City and Guilds of London Institute.
Russell, Dr. W. J., F.R.S.	"
†Saunders, H. C., Q.C.	"
Baker, G.	
Courtenay, G.	London Trades Council.
Hicks, Miss F.	"
Shipton, G.	"
*Mackie, Rev. G. E.	Head Masters' Association.
Easterbrook, J.	
Organ, T. A.	National Union of Teachers.
Bryant, Mrs. S., D.Sc.	Appointed by the Council.
Smith, H. Ll.	"

* Resigned. † Deceased.

Report.

In accordance with the reference by the council on 18th April 1893, we beg to submit to the council the annual report of the Technical Education Board.

The reference provided that the Technical Education Board should annually present to the council a report of its proceedings during the preceding financial year, together with detailed accounts of all payments out of the funds administered and a complete list of the institutions aided by it, and that interim reports of the progress of its work should be presented to the council every three months.

The council has been fully informed by means of the quarterly interim reports of the principles by which the Board has been guided in its procedure and of the broad lines of policy which the Board has pursued. Information has also been given to the council in these roports respecting the chief items of expenditure incurred by the Board and the classes of institutions to which the Board has granted or has agreed to grant aid. To the greater number of educational institutions in London the Board's aid has been offered in the form of attendance grants subject to certain conditions being fulfilled which, in the judgment of the Board, are essential to the efficiency of the classes. In some of the schools the attendance registers for the school session are not yet quite complete, and the work of collating them and of estimating the amount of grant due from the Board on account of each class will occupy considerable time, so that it is not possible in this report to give a complete statement of the grants which will be made by the Board on account of the school year 1893–4. In all cases in which fixed sums have been granted particulars are given in their appropriate place. The Board has had from the commencement of its work as a guide to its actions Mr. H. Llewellyn Smith's report to the Special Committee of the Council on Technical Education, and, though in some small particulars it has been compelled to depart from the specific recommendations contained therein, it is impossible to over-estimate the value of the report in the organisation of the Board's work.

Procedure.

At the first meeting of the Board held on 28th April 1893, Mr. Sidney Webb was unanimously appointed chairman, and a special sub-committee was appointed to consider and report upon the organisation and procedure to be adopted by the Board. In accordance with the recommendations of this sub-committee it was determined that the precedent of the council should be followed and all business should be brought before the Board on reports of sub-committees, the Board itself being a committee appointed by the council, and in the first instance a standing sub-committee and two special sub-committees were appointed, the finance and general purposes sub-committee charged with the supervision of the financial affairs of the Board, a special sub-committee appointed to prepare and submit draft standing orders for the regulation of the Board's procedings, and another special sub-committee entrusted with the duty of considering the procedure of the Board and the staff to be engaged. The other recommendations of the special sub-committee were to the effect that (1) pending the report of the standing orders sub-committee the standing orders of the council should be followed as far as they were applicable to the Board's business; (2) the council should be asked to allow the supply of stationery and printing to be carried out under the council's contracts and under the supervision of its officers, the cost being debited to the Board; (3) the minutes of the Board's proceedings should be printed and a copy supplied to each member; and (4) the council should be requested to grant the use of suitable office accommodation for the Board.

On the recommendation of the special sub-committee on procedure and staff the Board, taking into account the expressed opinion of the council that the first duty of the Board was to provide considerable further facilities for practical and technical education in the poorer and manufacturing districts of London, and that every district ought to be adequately

provided with technical education of every grade rising from the school to the workshop and university, and the existing institutions should be co-ordinated and further provision made where necessary, and the further opinion of the council that the most pressing want was additional inducements and facilities for the poorest parents to keep their children at some secondary or continuation school after leaving the elementary school, resolved to accept the proposals contained in Mr. Llewellyn Smith's report, which the council had referred to the Board, as furnishing a provisional basis for consideration so far as its work for the first year was concerned. It was further resolved to appoint (1) an educational adviser and secretary; (2) a lady to oranise and inspect classes for women and girls in domestic economy and other kindred subjects; and (3) an accountant; and it was decided to issue advertisements inviting applications for the first two appointments, and to ask the deputy chairman of the council to recommend a suitable person to be selected from the staff of the council for the third appointment. At the same time a special sub-committee was appointed to consider whether any assistance should be given to science classes during the current year, in consideration of the changes made in the regulations of the Science and Art Department. Sub-committees to consider the action to be taken by the Board with regard to polytechnics, and in reference to the provision of inducements and facilities for the poorest parents to send their children to secondary or continuation schools, were appointed, and the chairman was requested to convey to the deputy chairman of the council an expression of the Board's high appreciation of the zeal and ability with which the work of the Board had been carried out of Mr. H. F. Moore, of the Clerk's Department.

The special sub-committee on procedure and staff reported that 52 applications had been received for the appointment of educational adviser and secretary, and 42 for the appointment of organiser of domestic economy classes, and submitted the names of three candidates for each appointment, from whom the Board selected its present officers, the value of whose services the Board desires here to acknowledge. At the same time Mr. G. U. Brenchley, the Comptroller's Department, was appointed accountant and clerk, and the Board desires to recognise the energy, heartiness, and enthusiasm with which he has carried out his work, frequently under severe pressure.

At a meeting of the Board held on July 17th, 1893, a standing sub-committee on finance was appointed, and the reference to the sub-committee was as follows:—

> The sub-committee shall make to the Board all recommendations necessary for the regulation and control of the Board's finances, and for the proper compliance by the Board with the financial provisions of the Technical Instruction Acts, 1889 to 1891, the Local Government Act, 1888, and the Local Taxation (Customs and Excise) Act, 1890, and with any other conditions to which the action of the Board may from time to time be subjected; and the sub-committee shall also (*a*) superintend the keeping of the Board's accounts and the making of all payments ordered by the Board, and shall have general control of the Accountant's Department; (*b*) prepare and submit the annual estimates of the receipts and expenses of the Board; and (*c*) consider and advise the Board upon all matters relating to the financial position of the Board and the custody of the Board's funds.

At subsequent meetings of the Board other special and standing sub-committees were appointed as required. The following is a list of the sub-committes in existence at the close of the financial year:—

Finance and General Purposes—*Chairman*, Mr. T. McKinnon Wood.
Science Classes—*Chairman*, Mr. Sidney Webb.
Art and Technology—*Chairman*, Mr. Sidney Webb.
Domestic Economy—*Chairman*, Mr. W. J. Orsman.
Scholarships—*Chairman*, Mr. Sidney Webb.
Secondary Schools—*Chairman*, Mr. Sidney Webb.

Polytechnics—*Chairman*, Mr. Sidney Webb.
Higher Education—*Chairman*, Dr. W. J. Collins.
Aske's School, Hoxton—*Chairman*, Mr. Sidney Webb.
Bethnal Green Museum—*Chairman*, Mr. Sidney Webb.
The Board held 17 meetings during the year ending March 31st, 1894, and there were in addition 82 meetings of sub-committees.

Educational Work.

Having thus indicated in chronological order the principal preliminary steps taken by the Board with a view to the organisation of its work, it will now be more convenient to depart from the strict order of the Board's proceedings in order to sketch continuously the chief lines along which it has conducted its work. In dealing with the problem of technical education in London, the Board recognised from the outset the extensive and excellent work that was already being carried on in nearly all parts of London by many different agencies. It was evident that the first duty of the Board was to avoid all injurious competition with existing institutions, to enable these to extend and supplement their work, and to promote their harmonious co-ordination.

The work of the Board during its first year has therefore taken the form, in the main, of the grant of funds in aid of existing institutions upon conditions calculated to promote their greater efficiency, the establishment of a system of scholarships designed to open up the advantages of these institutions to every promising student, and the provision of instruction for certain classes which were apparently not reached by any of the existing agencies.

Junior County Scholarships.

The Technical Instruction Acts exclude from the sphere of operations of the local authority the whole field of elementary education, so that the point at which it is possible for the Board to commence its work is that at which pupils leave the standards of the elementary schools, although there is no upper limit to the instruction which the local authority may supply or may aid. Commencing, therefore, with children leaving the sixth standard, the Board has established junior county scholarships tenable at secondary schools. These scholarships include free education in any upper standard school or in any secondary school approved by the Board in which the fees do not exceed 10*l.* a year, together with a money payment of 8*l.* during the first year and 12*l.* during the second year. The scholarships are tenable for two years and are open to children of public elementary schools under 13 years of age, who are studying in the fifth or a higher standard, and whose parents are in receipt of not more more than 150*l.* per annum. The payments are made monthly during the school year to accounts opened at the Post Office Savings Bank in the names of the scholars, and the Board desires to acknowledge the hearty co-operation with which its efforts have been met by the Controller of the Post Office Savings Bank and the members of his staff.

Two hundred of these scholarships were offered for competition in December last, and for these there were 947 candidates, of whom 637 were boys and 310 girls. The number of candidates who reached scholarship standard was 503, and 131 scholarships were awarded to boys and 69 to girls. In awarding the scholarships to boys the first hundred and one were awarded in order of merit subject to the Board's conditions being fulfilled; the remaining 30 were awarded to boys who were first among the candidates from their respective schools, but were not in the first hundred. By this means 30 schools which would otherwise have had no representatives on the scholarship list secured scholars, and among these were some schools in poor neighbourhoods in which the scholars are exposed to special disadvantages. Scholarship certificates were presented

to the successful candidates on February 23rd by the Right Hon. A. H. D. Acland, M.P., Vice-President of the Committee of Council on Education, in the presence of a large assembly presided over by the Chairman of the County Council. Three hundred scholarships have been offered for competition in the present month, 200 to boys and 100 to girls, and for these 1,133 candidates have been nominated, including 759 boys and 374 girls. The examination for the junior county scholarships is confined to subjects studied in the sixth standard. A table showing the occupations of the parents of the scholars elected in December last will be found in Appendix II., and a list of the schools which the scholars attend in Appendix I.

One object which the Board has had in view in arranging the scheme of junior scholarships has been the bringing together of the various schemes now current in London for the award of scholarships to pupils leaving elementary schools, so as to prevent the unnecessary multiplication of examinations, to secure a certain uniformity of standard, and to advertise better those scholarships which are but little known. With this view the Board has joined with many schools and other bodies in obtaining the services of the Head Masters' Association for the conduct of the examination, the same papers being given to all the candidates. In the examination to be held in June about 170 scholarships are being offered by secondary schools, city companies, and other public bodies, in addition to the 300 offered by the Board. A number of valuable scholarships tenable at secondary schools are offered annually by the School Board, and in January last several of the Board's scholars who were successful in the November examination were awarded scholarships by the School Board, and had in consequence to resign the scholarships held by them from the Technical Education Board. It is very desirable that the London School Board should, if possible, be induced to join the Technical Education Board and the other bodies offering scholarships in the adoption of a single examination for all scholarships awarded under similar conditions to children leaving the public elementary schools.

It is contemplated that during the next school year about the same number of junior county scholarships will be awarded as during the current school year, and as the scholarships are tenable for two years an award of 500 scholarships per annum will maintain a thousand scholarships always current.

Intermediate County Scholarships.

The next step in the educational ladder for those children whose capacity is such as to justify their continuance at day schools beyond the age of 15 is provided by the Board's intermediate county scholarships. Of these 30 are offered for competition in June 1894. Candidates must be under 16 years of age, but in future years the limit of age will be fixed at 15. The scholarships will be renewable annually until the candidate reaches 18 years of age, after which they will be no longer renewable. Scholars will be entitled to free education in secondary schools (including high schools) or technical colleges selected by the scholars and approved by the Board, and in addition will receive money payments at the rate of 20*l.* per annum to scholars under 15 years of age, and rising by 5*l.* per annum each year up to 35*l.* per annum. Candidates must be resident within the administrative county, and their parents must not be in receipt of more than 400*l.* per annum, while the Board reserves the right to restrict one-half of the scholarships to candidates whose parents are in receipt of not more than 250*l.* per annum. The subjects of the examination include arithmetic, English composition, history, geography, elementary mathematics, English literature, French, German, Italian, Spanish, more advanced mathematics, drawing, several branches of science, and needlework and other branches of domestic economy, each candidate being expected to satisfy the examiner in certain preliminary subjects, and beyond these being limited to a choice of four subjects from not less than three out of the four groups in which the

optional subjects are arranged. For this examination 346 candidates have entered, of whom 199 are boys and 147 girls.

By offering about 30 scholarships each year it is anticipated that ultimately there will be about 100 intermediate scholarships current at one time, but the number of candidates who have entered for the coming examination strongly suggests the desirability of increasing the number of these scholarships. There is, perhaps, no more useful purpose to which the funds entrusted to the Board can be applied than to the establishment of scholarships, provided that the scholars are by their previous education enabled to profit by the instruction provided, that the schools or colleges to which they are sent afford sound education on the right lines, and that the pecuniary position of the scholars is such that they would be unable to secure the same education without such help as the scholarships afford. The Board hopes that the precautions taken will secure the fulfilment of all these conditions in the great majority of cases.

Before quitting this subject it may be stated that the Clothworkers' Company has intimated its intention to place at the disposal of the Board's intermediate scholars 10 free places in the Datchelor School as soon as the new scheme which places the school under the control of the Company comes into operation.

Senior County Scholarships.

For the compartively few whose talents are such that it is to the public interest that they should be enabled to secure a technical training of a university type, such as is afforded in the Central Technical College of the City and Guilds of London Institute and the technical departments of the university colleges, it is desirable that scholarships of still higher value should be established, tenable by scholars between the ages 17 or 18 and 22 or 23, and the Board has in contemplation the establishment of a limited number of such scholarships, but the regulations for their award and tenure have not yet been formulated.

Art Scholarships and Exhibitions.

In the department of art the Board has offered for competition in June 1894, 100 exhibitions for evening students, 20 schools of art scholarships, and 20 art scholarships for artisans. The evening exhibitions are of the annual value of 5*l.*, and are tenable for two years. They are intended merely to pay the fees and travelling expenses of students attending evening art classes but engaged during the day in earning a livelihood. The schools of art scholarships are of the annual value of 20*l.*, besides free education in the day classes of a technical art school, and are tenable for two years. The artisans' art scholarships are of the annual value of 20*l.*, besides free education in a technical art school, and the holders are expected to attend regularly the evening classes to the satisfaction of the Board, and in addition to attend day classes in the application of design to their particular industry for not less than two half days a week during the school session. Candidates for the artisans' scholarships must be actually engaged in some art industry. The scholarships are tenable for three years.

Other Scholarships and Exhibitions.

The Board has under consideration the establishment of exhibitions for evening students in science and technology. It is also contemplating the establishment of a few art scholarships of sufficient value to enable poor students possessed of *special talent* to pursue their studies under the most advantageous circumstances. The award of a few scholarships to candidates desirous of studying in a horticultural college, and of other special scholarships or exhibitions has also been proposed.

Domestic Economy.

To encourage the study of domestic economy, the Board has united with certain of the polytechnic institutions, viz., the Battersea Polytechnic,

the Borough Polytechnic, and the Regent Street Polytechnic in the establishment of schools of domestic economy for girls leaving the public elementary schools. Each of these schools, except that at the Borough Polytechnic, is open all day, and the girls in regular attendance are provided with meals and dress material. At the Borough Polytechnic the same arrangements obtain, except that the school is open in the afternoons only. In consideration of its contribution towards the expense of maintaining these schools, the Board has the right of nominating two-thirds of the pupils which the schools are capable of accommodating, and these pupils, who form the Board's domestic economy scholars, are received without fee and no charge is made to them for the meals and dress materials supplied. At present there are 54 pupils receiving the advantage of free education in these school. Their average age is 14·2 years.

Arrangements are in progress for the establishment and maintenance of a fourth school of domestic economy in Limehouse through the co-operation of the Drapers' Company and the Board. The Clothworkers' Company has also made a substantial contribution towards the initial cost of equipment, and a joint committee has been formed for the management of the school on which the Drapers' Company and the Board have equal representation.

The thorough teaching of children implies a demand for thoroughly trained teachers, and here the Board was met by a difficulty. Although there was no lack of experienced teachers of cookery and of other branches of domestic economy, yet teachers holding diplomas in more than one branch of domestic economy were much more rare, and very few of the certificated teachers of cookery were intimately acquainted with the markets frequented by the poorest classes, or the conditions under which these classes live in London. It was therefore felt that, apart from the fact that children who were to be taught all the branches of domestic economy would be best taught by teachers who had themselves been trained in all, it was highly desirable that the teachers of London children should be accustomed to London ways of marketing and living. It was therefore decided to offer a special grant to the Battersea Polytechnic on condition of its opening a training school for teachers of domestic economy, at which half the students should be free scholars nominated by the Board. The domestic economy school serves as a practising school for these pupils, and care is taken to train them in methods applicable to the ordinary every day life of the working classes of London.

Evening Schools and Institutes.

From what has been said respecting the Board's system of scholarships it will be seen that a more and more carefully selected number of talented scholars are enabled to pursue their studies to higher and higher developments in day classes until the highest standard of university teaching is reached, but all along the line boys and girls will drop out at intervals from the ranks of day scholars in order to enter on the practical business of life, and will be able to further pursue their studies only in the evening classes. For these students in their several grades provision has had to be made. The establishment of evening exhibitions for art and for science will assist in overcoming the financial difficulties which may stand in the way of the poorer students, but the great problem is the provision of suitable schools and classes in which evening students may obtain the instruction they require.

The first-class of children for whom evening instruction has to be provided consists of those who leave the public elementary schools soon after passing the compulsory standards, at the age of 12 or 13, and without coming in any way under the influence of the Technical Education Board. For these the proper evening class is the evening continuation school, and these schools are now provided by the School Board in a very great many centres in London. The decision of the Science and Art Department that it is illegal for the local authority acting under the Technical Instruction Acts to aid the training of any scholar who is receiving

instruction in reading, writing, or arithmetic in evening continuation schools, whether in the standards or not, makes it very difficult for the Board to give any assistance to these schools, and this is, perhaps, scarcely to be regretted inasmuch as the School Board has full powers to conduct these classes, and the provisions of the new evening continuation schools code make it possible for the School Board to supply precisely the kind of instruction which is, in the opinion of the Technical Education Board, most desirable for children of average ability between the ages of 12 and 15.

The next class of children for whom provision in evening classes is necessary comprises those who continue in the day schools until they have reached the age of 14 or 15 either as junior county scholars or otherwise, and then leave to enter upon the business of life. These children will join those who have attended the evening continuation school until 15 years of age, and both classes should be ready to profit by the Government science or art classes or the apprentices' technical class. To provide satisfactory evening instruction for boys and girls between the ages of 14 or 15 and 19 or 20, including many artisans of more advanced years, it has been necessary for the Board to endeavour to raise the standard of teaching in the science and art classes, the schools of art, the technical institutes and the polytechnics, and to extend the scope and range of these institutions.

Lastly, there will be those who have gained intermediate scholarships, or by other means have continued in the day schools until they have reached the age of 17 or 18, but who are unable to continue their education as day students in a college of university rank. To these may be added students of special ability who have been in attendance at the classes in polytechnics or other institutions providing instruction in evening classes, and who are able to profit by university instruction. For all these students it is essential that evening teaching of the highest class should be provided both in the lecture room and the laboratory, and that the teachers should be men of professorial standing; in other words, the lectures and laboratory instruction of a teaching university should be available to evening students, to whom precisely the same teaching should be offered as to the ordinary day students of the university classes.

Grants to Evening Classes.

In order to raise the standard of teaching in the science and art classes, the schools of art, the technical institutes, and the polytechnics, the Board has adopted a very liberal scale of grants which are offered subject to certain conditions being fulfilled, which, in the opinion of the Board, are necessary for the efficient teaching of the classes. In the first place the Board has declined to recognise any classes which are farmed by the teachers and for the conduct of which the committee of management undertake no financial responsibility. If public money is given to these classes it may be given with at least equal justice to the proprietors of all private schools which attain any reasonable degree of efficiency. It would only be necessary for such proprietors to invite the co-operation of a number of gentlemen who would act as patrons or as a committee of inspection, and carry on official correspondence with the Board, and all the conditions of the farmed science and art class would be reproduced. Moreover, it is well known that the practice of paying a teacher chiefly by the "grant" he is able to earn by examination passes unavoidably leads him to regard his pupils as grant-earning machinery to be kept in motion for the sake of the grant earned and not in the interest of the machinery itself. Under these circumstances it is impossible but that pupils should be compelled "by the rules of the school" to study those subjects most likely to increase the grant earned rather than those required by them for the practical business of their lives, and to study them in such a way as to enable the greatest number of marks to be gained in examination, and not in the manner which is likely to make their knowledge of the greatest use to them either on account of its direct practical applications or its educational value. The Board therefore decided that as the first condition

of granting aid to evening classes of any description the committee of management should be responsible for the payment of an adequate fixed stipend to the teachers, and that while an interest might be given to the teachers in the fees paid by the students, they should have no interest whatever in the grant earned whether from the Science and Art Department or the City and Guilds of London Institute.

Beyond the two requirements just mentioned the other chief conditions laid down by the Board may be thus summarised:

1. Chemistry, physics, and other experimental sciences must be taught practically in suitable laboratories, either within the institution receiving the grant or in some neighbouring institution.
2. Grants will be made on account of those students only who by their previous training are qualified to profit by the teaching afforded.
3. In practical classes in the laboratories, and in other classes in science and art in which intimate personal relations between the teacher and the student are generally found to be essential to success, not more than 20 students may be under the charge of one teacher at the same time. In workshop classes the number is restricted to 15.
4. For the teaching of purely technical subjects, and such so-called science subjects as building construction, machine drawing, and steam, the teacher must have a practical acquaintance with the industry to which the subject refers.
5. In the teaching of mathematics, practical geometry, and some other subjects, "home work" is regarded as essential.
6. In several branches of art the individual teaching is to be associated with brief lectures, illustrated on the black-board or otherwise, and the teaching of design in its application to some branch of industry is essential to securing the highest scale of grants offered by the Board.
7. Workshop instruction is always to be associated with class teaching in drawing, and in the *principles* of the subjects dealt with in the workshop.
8. The classes are to be open at all times to the inspection of the officers duly appointed by the Board.
9. Classes in such trade subjects as joinery, bricklaying, plumbing, &c. are to be restricted to *bonâ fide* members of the respective trades.

Subject to these and to other conditions being fulfilled, and subject further to satisfactory reports being received from the Board's inspectors, the Board has offered to make to the classes and institutions referred to above, with the exception of the polytechnics, grants based on the attendance of the pupils, and generally amounting to 6*d.* per hour for each student in attendance, but in some special cases the grant has been fixed at 9*d.* per hour. The Board has further agreed to contribute 2*l.* per annum in respect of each working bench in a laboratory for chemistry or physics, provided that such bench is actually utilised by the classes, and 50 per cent. of the net cost of material employed in the workshop classes. In addition to offering these grants the Board has granted substantial aid towards the cost of the equipment of lecture rooms, laboratories, art studios, or workshops. (Appendices IV. and V.)

Polytechnics.

To the polytechnics special treatment has been extended. The Board was, at the first, strongly impressed with the desirability of appointing an educational principal to direct the teaching work in each polytechnic, and made it a condition of recognising any new polytechnic that such an educational principal should be appointed, while to new and old polytechnics alike it made the offer to contribute three-fourths (not exceeding 500*l.* per annum) of the fixed stipend of the principal, subject to the appointment being approved by the Board. The Board also offered a fixed contribution of 500*l.* per annum to each polytechnic and a further variable

grant made up of three parts, viz., 15 per cent. on all voluntary contributions received by the institution, 10 per cent. on all fixed salaries paid to technical teachers, and 1*d.* per hour on all students attending classes in certain subjects coming within the statutory definition of technical instruction, provided that in no case should the Board's contribution towards the maintenance of any one institution exceed 2,500*l.* in any one year. In addition to these grants the Board has expressed its willingness to make further grants towards the cost of the equipment of lecture rooms, laboratories, and workshops in polytechnic institutions, each case being dealt with on its apparent merits. Additional grants have been made to certain polytechnics, as above mentioned, in consideration of the conduct of domestic economy schools, and in the case of the Borough Polytechnic a special grant has been made for the establishment of a class in breadmaking.

Inspection.

Hitherto the Board has not appointed any permanent inspector, but a number of specialists have undertaken the inspection of individual classes, while other classes have been inspected by the Board's secretary. From the specialists thus employed a number of very valuable reports have been received, which show that in many classes, especially those connected with the larger and more public institutions, useful educational work is being carried on, but they also indicate that there are many classes in which the work is not up to the standard required by the Board and rather point to the desirability of the establishment of evening schools of technology and science which should affiliate to themselves and re-organise the existing inefficient classes while they should themselves be intimately associated with the nearest polytechnic as the local educational centre. In the management of these schools it would be necessary for the Board to take a prominent part, and the educational principals should be directly responsible to the Board, and their services should be available to the Board for the inspection and organisation of classes external to their own schools.

In order to avoid unnecessary reduplication in the inspection and examination of polytechnic classes and to increase the efficiency of such inspection the Board has united with the Central Governing Body of the London Parochial Charities and with the City and Guilds of London Institute in the establishment of the London Polytechnic Council, the duty of which is to provide for the inspection of the polytechnics in respect of their general organisation as well as of the teaching of particular branches of study, including the provision for the examination of the classes where necessary. The Polytechnic Council will also provide for the audit of the accounts of the several polytechnics and for the keeping of those accounts as far as possible on the same system in each institution, so that the income and expenditure accounts and the balance sheets may be directly comparable with one another. The reports of the inspector of organisation, of the professional experts, and of the auditors will be embodied by the joint secretaries in a single report for the use of the Central Governing Body, of the City and Guilds of London Institute, and of the Technical Education Board.

Teachers' Classes.

One of the problems at present before the Board is the method of dealing with classes on science and art attended mainly, and sometimes almost exclusively, by elementary teachers who are desirous of obtaining certificates from the Science and Art Department. Some of the most satisfactory classes in the country are those devoted exclusively to elementary teachers, when the course of instruction is intended, not to enable the teachers to secure certificates by passing examinations, but to carry them through a course of lectures illustrating the kind of teaching which they should themselves give to their younger pupils and to afford them training in the construction and use of simple apparatus suitable for school work. On the other hand, when elementary teachers attend science

or art schools purely for the purpose of increasing the number of certificates they hold, there is danger that they may lower the character of the whole work of the school. These circumstances rather point to the desirability of the Board declining to recognise the attendance of elementary teachers at ordinary science classes, except to a very limited extent, and using its influence for the establishment of special normal classes for teachers only, these classes being placed in charge of experts who are themselves thoroughly acquainted not only with the subject taught but with the method of teaching it to children.

The proposed Teaching University for London.

In order to secure that provision should be made for those more advanced evening students who are able to profit by the higher kinds of university teaching the Board has directed its attention to the report of the Royal Commission on the proposed Gresham University, and has addressed a letter to the Prime Minister pointing out the desirability of so constituting the university that the classrooms and laboratories should be available to evening students, and that it should be part of the duties of university professors to offer to evening students courses of instruction identical with those provided for the day students of the university, and further pointing out that only on the condition that this provision should be made for the class of students in which it is more particularly interested could it be expected that any large contribution should be made by the Board towards the cost of maintenance of the university, as suggested in Mr. Ll. Smith's report. The question of contributing in aid of the supply of technical instruction in London colleges of university rank is engaging the attention of the Board.

Day Continuation Schools.

The provision made, or proposed to be made, for the several grades of evening students having been thus indicated, it is necessary to consider the needs of those who are proposing to continue their education in day schools for a longer or shorter period after having passed the standards of the public elementary school. The Board's system of junior and intermediate scholarships has already been described, but it is of little service to provide scholarships unless there are suitable schools in which they may be held, London is remarkably lacking in higher grade schools such as the Central Board School at Sheffield, and the corresponding schools at Manchester, Leeds and other places. Perhaps the nearest approach to these schools at present in London is the day school at the People's Palace. In the provinces these schools as a rule are organised science schools under the Science and Art Department, and any deficiency in their income is made up by the school board from its ordinary funds, the Education Department making no grant on account of any pupils beyond those in the seventh standard. A few schools of this class exist, or are in process of establishment, under the London School Board, but they are too few to be said to afford a system of secondary education for ex-standard pupils in London at all comparable with that furnished by the higher grade schools of many provincial towns. These schools are in a strict sense "continuation schools," inasmuch as there is no breach of continuity between the course of study provided in them and that followed in the elementary schools. Being very largely dependent on grants earned from the Science and Art Department, there has been a temptation to encourage the pupils to devote themselves too exclusively to the subjects included in the Department's directory to the total neglect of literature, and the further temptation to encourage a superficial study of too many subjects. With these objections removed a higher grade school which involves no discontinuity in passing into it from the elementary schools, and in which a reasonable amount of attention is devoted to literary and commercial subjects, is undoubtedly the school best suited to the requirements of the Board's scholars. Pending the further development of these schools, the

only schools available for the Board's scholars have been the upper standard elementary schools, the polytechnic day schools, and those secondary schools which are upon a public footing and in no sense proprietary.

A limited number of upper standard schools which have been inspected by the Board's officers have been approved for the attendance of junior county scholars, and the Board is prepared to approveother schools of this class as soon as it is satisfied that adequate provision exists for the practical teaching of science or domestic economy, that the ex-standard scholars are taught separately from those in the standards and by special teachers, and that it is possible for the scholars to secure a continuous course of training extending over two years after they have passed the sixth standard.

Secondary Schools.

The great majority of the junior county scholars have, however, elected to attend secondary schools. The chief difficulties met with in this course are the greater width of the curriculum in the junior forms of the secondary schools as compared with that in the elementary schools, and the imperfect arrangements for the teaching of science or domestic economy in many of the secondary schools. The difference in the curriculum necessitates the scholars from the elementary schools taking a lower place in the secondary schools than their age and their proficiency in some subjects render desirable. This is partly overcome by the encouragement and aid extended to them by the head masters and mistresses of the secondary schools. To meet the second difficulty the Board has agreed to make substantial grants for equipment and maintenance to secondary schools conditionally upon efficient practical teaching being provided in science, art, and technology, and in most cases the governing bodies of the schools have indicated their willingness to accept the Board's offer on the conditions named or with slight variations of those conditions. For the current year the Board offered to 37 secondary schools, including polytechnic day schools, grants for equipment amounting to 5,110*l.*, and for maintenance amounting to 7,105*l.*, the conditions being arranged in each case in accordance with the apparent requirements of the school. A schedule showing the details of these grants is given in Appendix III.

From those schools which are generally classed as high schools, or which charge fees exceeding 12*l.* per annum, the Board has not, at present received any application for aid, but the intermediate county scholars will under certain conditions, be allowed to attend schools of this class approved by the Board.

Technical Art Schools.

The students attending the day classes in schools of art are generally fairly well-to-do, and the fees charged, when added to the grants earned by the classes from the Science and Art Department, go far to meet the necessary expenses of the schools. The Board has therefore not thought it necessary to extend its system of attendance grants to the day classes in schools of art, but has made a small fixed grant to each school which has fulfilled the conditions required by "Technical Art School," in consideration of its day work. For the current year this grant has been fixed at 100*l.* to each school, but the Board will in future years consider the desirability of making the grant depend to some extent on the number of day students and the character of the work, and in particular on the extent to which design is studied in its application to some branch of art industry. For the current year nine schools of art have received the fixed grant of 100*l.*, and another school under consideration at the end of the year has since been added to the list. In connexion with the art schools and classes, as well as the arrangements for the art scholarships and exhibitions, the Board is much indebted to the advice of Mr. Edward R. Taylor, Head Master of the Birmingham Municipal School of Art.

Higher Technical Education.

The granting of aid towards the provision of higher training for day students of university rank, as in the corresponding case of evening students, is under the consideration of a special sub-committee, and urgent appeals have been received for aid from the London colleges, but hitherto, in order that the Board may not be compelled to retrace any step which it may take, the question has awaited the further development of the scheme for the establishment of a teaching university.

Pioneer Lectures.

When it has made adequate provision for the systematic education of students from the time of their leaving the standards until they attain the age of 22 or 23, if they are willing to continue their education so long, and when it has arranged that provision so that the students may pass without discontinuity from the day classes to the evening classes at any stage of their course, the Board will have carried out the most important part of the work entrusted to it by the council. At present this work is far from completed; much educational machinery has yet to be brought into existence, but the lines of procedure have been laid down with tolerable clearness, and a fair commencement has been made. In connexion with these main lines of systematic education, however, there have been several branch lines which the Board has been called upon to work either for their intrinsic importance or as feeders to the main line. Prominent among these may be mentioned the pioneer lectures in elementary science conducted during last winter in conjunction with the London Society for the Extension of University Teaching in five centres, at a total cost to the Board, exclusive of printing, of 300*l*. These centres were the Shoreditch Town Hall, the Fulham Town Hall, the Wandsworth Town Hall, the Poplar Town Hall, and Sayes Court, Deptford, kindly lent for the purpose by the respective vestries and by W. J. Evelyn, Esq. As a result of these lectures a committee has been formed in Wandsworth for the establishment of a central technical school with branch schools for cookery and dressmaking, and a similar movement is on foot in Fulham where it is proposed to erect a technical school in connexion with a new branch of the public library. Much of the success attending these lectures has been due to the energy and industry of the local committees and their honorary secretaries, though their efforts would of course have been in vain but for the vigour and clearness with which the lecturer, Professor Vivian B. Lewes, brought before his audiences the leading chemical and physical phenomena associated with "air, fire, and water." The following are extracts from the report of Dr. R. D. Roberts, the secretary of the London Society for the Extension of University Teaching.

> "I have much pleasure in reporting to the Technical Education Board upon the five courses of lectures delivered by Professor Lewes under their auspices. The statistics of the five courses are shown in the appended table. A mere glance at the figures will show how exceedingly satisfactory in point of numbers the results have been. The audiences have not only been large at every centre, but the number of students who have done regular paper work from week to week for the lecturer has been surprisingly high, and their work has been well maintained throughout the term. The results have not yet been received from the examiner, but I have every reason to hope that they also will be very satisfactory. The audiences have been drawn mostly from the lower middle classes and working classes. At Deptford the audience was a very characteristic artisan audience. . . . . There can be no question that Professor Lewes' course dealt with subjects of a really practical interest to working people bearing upon, if not their trades, at any rate their ordinary life. For example, in one lecture he dealt with coal-gas and its impurities. I happened to be present at Deptford when that lecture was delivered. In the class which followed there was a constant fire of questions directed at Professor Lewes by working men, who were evidently speaking from their own

personal experience, and who asked questions as to the best kinds of burners and modes of saving in the use of illuminants, and obtained information which was sure to be of practical use to them. I think that is an aspect which should not be lost sight of in considering the results of these lectures."

Centre.	Approximate Number attending Lectures.	Average Number of Students doing Weekly Papers.	Number of Candidates at final Examination.
Deptford - -	500	65	46
Fulham - -	1,000	144	89
Poplar - -	600	67	49
Shoreditch -	650	70	51
Wandsworth -	800	96	62

The pioneer lectures were intended mainly to interest persons of adult age in experimental science, and create among them a demand for more systematic teaching. From the above report and table it will be clear that a considerable number of persons have been reached by this agency who would not have been attracted by the prospectus of ordinary science classes. Advantage was taken of the audiences thus brought together to make known to them the facilities for obtaining instruction in science already existing in the district by distributing among them specially prepared lists of all evening classes in science and technology known to be held in that quarter of London.

Migratory Teaching in Domestic Economy.

While the pioneer lectures appealed more particularly to men, though women were by no means absent from the audiences, it was necessary that some steps should be taken for the benefit of those women and girls who had left school and were not likely to be attracted by evening classes in either science or art. For these the most valuable teaching that could be offered was practical training in cookery, dressmaking, laundry work, and the elementary principles of hygiene. Accordingly, in September last, 10 ladies were appointed, of whom six were specialists in cookery, and four in dressmaking, while two of them were able to undertake classes in laundry work. In March last a lady was appointed to lecture on hygiene and sick nursing. In making these appointments special regard was paid to the requirements of the poorer classes, and it was made an essential qualification of the teachers of cookery that they should have a practical acquaintance with the markets frequented by the poor, and with the methods of cookery possible with the ordinary resources of the artisan's kitchen. Similarly the teachers of dressmaking were required to be conversant with a system which required an expenditure of only a few pence for the provision of all the necessary appliances. For the conduct of all the teaching in connexion with domestic economy, a standing sub-committee was appointed by the Board, and the teachers were selected by, and placed under the general control, of this sub-committee.

The total number of centres in which classes in domestic economy have been held during the past session is 96. A list of the centres will be found in Appendix VI.

The aim of the sub-committee, as of that of other departments of the Board, has been rather to co-operate with and supplement the work of existing agencies and institutions than to establish teaching centres of its own. Throughout the whole of London there are to be found centres of social educational work, conducted under the auspices of committees, such as the Young Women's Christian Association, the Girls' Friendly Society, the Congregational Union, the Women's Help Society, the Recreative Evening Schools Association, and the Women's Guild of the Co-operative

Society, as well as numerous clubs and institutions for women and girls working on individual lines. Even before the actual work of the Board commenced, applications for help had been received from some of these, and the committee felt that a useful experiment would be made if it began its work by using the rooms and organisation of these societies, and in return supplying them with teachers of various subjects free of cost. Before Christmas 35 classes in cookery and 30 in dressmaking were set on foot, the number of pupils at practice classes being in every case limited to 15. A large majority of the classes asked for further instruction after Christmas, and new classes were formed as well, laundry and housewifery being added to the list of subjects taught. The reports sent in by the various local committees bear witness to the useful character of the lessons.

It seems probable that in the near future it will be advisable to continue the plan thus started, and that it will be possible to do so without interfering with the evening classes of public elementary schools working under the Education Department, but, in looking further ahead to the days when cookery will be a compulsory subject in all elementary schools, as needle-work already is, it is impossible to avoid feeling that this department of the work of the Technical Education Board is, and ought to be, temporary only.

What is wanted, if we desire that our girls shall be prepared to meet the problems of house-keeping which await most of them in early womanhood, is that they shall, on leaving the elementary schools, receive a thorough training for some five or six months in the various branches of housekeeping, supplementing the teaching they have already received at school. Here, the committee felt, was the right field for permanent effort, and they accordingly took steps to secure the establishment of the four schools of domestic economy already described.

Special Institutions.

Among special institutions aided by the Board may be mentioned the Shoreditch Municipal Technical School, to which the Board agreed to contribute during the current session sums not exceeding 500*l*., for maintenance and 500*l*. for equipment. In July last a proposal was received from the Charity Commissioners that the Technical Education Board should secure the user of the site and premises of Aske's School, Hoxton, at a fair rental. A special sub-committee was appointed to inspect the school and conduct negotiations, with the result that the Board has expressed its willingness to establish, under certain conditions, special technical day and evening schools if the tenancy of the premises can be secured on satisfactory terms. Definite action has been delayed on account of the difficulty of securing a suitable site for Aske's School, but the above-mentioned grants were offered to the Shoreditch Vestry to assist in meeting the cost of the municipal technical school conditionally on the vestry being willing to transfer the school to the premises of Aske's School as soon as these are secured by the Board. The equipment grant was offered on condition that it should be expended in appliances which would be of permanent value to the school when removed to the new premises. The leading feature of the municipal technical school is, and will continue to be, practical instruction in the cabinet trade, but classes are also held in plumbing, electrical fitting, joinery, manual instruction in elementary woodwork, and dressmaking.

Another special effort in which the Board has been engaged is the attempt to secure the Bethnal Green Museum for the purposes of an educational museum for East London. The Board has expressed its willingness to recommend to the council that the museum should be taken over and placed under the management of the Board, subject to the Treasury making a substantial grant towards its maintenance. At present the cost to Her Majesty's Government of maintaining the museum amounts to about 8,000*l*. per annum. It is understood that further negotiations are awaiting the decision of the Treasury.

Casts and other objects for Art Schools.

It having been represented to the Board that many of the casts possessed by the art schools and classes are unsuitable for the purposes for which they are required, the Board determined to obtain, if possible, casts and other objects illustrative of decorative art from some of the best examples in English and continental museums, and to lend them, or present copies of them, to such schools of art and art classes as might appear to be in need of such assistance. Through the kindness of the vice-president of the Committee of Council on Education the Board was enabled to secure the services of Professor J. H. Middleton, Litt.D., D.C.L., F.S.A., director of the Art Department of South Kensington Museum, during his recent visit to the Continent. The Board authorised Professor Middleton to expend a sum not exceeding 500*l.* in casts and other objects which he might approve. Professor Middleton's report has not yet been received, but the thanks of the Board are due to him for the readiness with which he undertook in an honorary capacity to aid the Board in its work.

Proposed Conferences.

In order to make known to those engaged in the chief industries of London the facitities for technical training already existing, and to learn how those facilities can be extended so as best to meet the needs of the several trades, the Board has arranged to hold four conferences during June and July to which it is inviting delegates from all the trades unions as well as representative employers. The first conference will be devoted to the building and furniture trades, the second to the engineering and allied trades, the third paper, printing, lithography, and other processes for illustration, and the fourth to chemical industries and miscellaneous handicrafts.

Representation and Finance.

A list of the representatives already appointed by the Board on the governing bodies of institutions aided, in accordance with section I. (1) (*e*) of the Technical Instruction Act of 1889 will be found in Appendix VII. A statement of the receipts and payments made by the Board is the subject of Appendix VIII.

SIDNEY WEBB,
Chairman of the Technical Education Board.

At the meeting of the Board at which this report was adopted and ordered to be presented to the council, it was unanimously resolved, on the motion of Sir Owen Roberts, seconded by Dr. W. J. Russell :—

That this Board desires to record its deep sense of the ability and courtesy with which the chairman, Mr. Sidney Webb, has directed and presided over the deliberations of the Board during the past year.

WM. GARNETT,
Secretary of the Board.

Spring Gardens,
May 28th, 1894.

APPENDIX I.

LIST of SCHOOLS at which the BOARD'S JUNIOR COUNTY SCHOLARS are now attending.

			Number of Boards's Scholars.
(*a.*) Public Elementary School—			
i. Board Schools (upper standard)—			
Beethoven Street	-	Girls	1
Bloomfield Road	-	Boys	1
" "	-	Girls	1
Medburn Street	-	Boys	10
" "	-	Girls	6
Montem Street	-	Girls	1
Sherbrooke Road	-	Girls	2
Wilton Road	-	Boys	2
ii. Voluntary Schools—			
Clerkenwell	St. Thomas Charterhouse School.	Boys	5
St. George's-in-the-East	Raine's Foundation School.	Boys	1
	Total -		30
(*b.*) Secondary Schools—			
i. *Within the County of London*—			
Battersea	Grammar School	Boys	1
"	Polytechnic School	Boys	6
Camberwell	Wilson's Grammar School.	Boys	8
"	Mary Datchelor's School.	Girls	10
Camden Town	Camden School	Girls	4
Catford	St. Dunstan's College	Boys	7
Clapton	Skinners' Company's School.	Girls	1
Dulwich	Alleyn's School	Boys	9
"	James Allen's School	Girls	2
Finsbury	Central Foundation School.	Boys	11
Greenwich	Roan School	Boys	9
"	"	Girls	6
Hackney	Lady Holles's School	Girls	1
Hatcham	Aske's School	Boys	4
"	"	Girls	17
Hoxton	"	Boys	1
Islington	Owen's School	Boys	8
"	"	Girls	8
Leicester Square	Archbishop Tenison's School.	Boys	2
Lewisham	Colfe's Grammar School.	Boys	3
"	Lewisham Grammar School.	Girls	1
Marylebone	Philological School	Boys	3
Mile End	People's Palace School	Boys	5
Poplar	George Green's School	Boys	2
"	" "	Girls	2
Regent Street	Polytechnic DaySchool	Boys	11
"	" " "	Girls	1

			Number of Board's Scholars.
(*b.*) Secondary Schools—*cont.*			
Southwark - -	St. Olave's Grammar School.	Boys -	8
Victoria Park - -	Parmiter's Foundation School.	Boys -	3
Wandsworth - -	Emanuel School - -	Boys -	7
Westminster - -	United Westminster School.	Boys -	2
„ - -	Greycoat School - -	Girls -	3
Whitechapel - -	Whitechapel Foundation School.	Boys -	1
	Total - - -	-	167
ii. *Outside County of London*—			
Kilburn and Brondesbury	High School - -	Girls -	2
(*c.*) Domestic Economy Schools (Polytechnics).			
Battersea Polytechnic -	Domestic Economy Scholars.	Girls -	19
„ - -	Domestic Economy Training Students.	Women	6
Borough Polytechnic -	Domestic Economy Scholars.	Girls -	20
Regent Street Polytechnic	Domestic Economy Scholars.	Girls -	16
	Total - -	-	61

Appendix II.

Occupation of Parents of holders of Junior County and Domestic Economy Scholarships.

(*a.*) Junior County Scholars.

[Classified according to the table of sections in Charles Booth's "Life and Labour of the People in London," vol. I., p. 34.]

Males—		Section 6. *Foremen and responsible work*—	
Labour—		Builder's foreman -	1
Sections 4, 5. *Regular labour.*		Wharf foreman -	1
Labourers - - -	8	Wharf manager - -	1
Sewerman - -	1	Dairy managers -	2
Cellarman - - -	1		
Porter - - -	1	Total - -	5
Messenger - - -	1	*Artisans*—	
Cowman - -	1	Section 7. *Building Trades*—	
Milkmen - -	3	Builders and decorators	3
Packers - -	2	House decorators - -	3
Doorkeepers -	2	Painters - -	2
Printer's man - -	1	Plasterers - - -	2
Warehousemen - -	2	Glazier - -	1
		Stonemasons - -	2
Total - -	23	Total - -	13

Section 8. *Furniture, Woodwork, Shipbuilding Trades*—	
Carpenters	12
Cabinet makers	2
Joiner	1
Marqueterie cutter	1
Wood turner	1
Grainers	2
Shipwright	1
Ship modeller	1
Total	21
Section 9. *Machine and Metal Trades*—	
Blacksmith	1
Tin-plate worker	1
Machine minder	1
Fitters	2
Total	5
Section 11. *Dress*—	
Tailor's cutter	1
Section 12. *Food Preparation.*	
Sugar boiler	1
Locomotion—	
Section 13. *Railway Servants*—	
Guard	1
Engine drivers	2
Signalmen	3
Ticket collector	1
Clerk	1
Storekeeper	1
Railway townsman	1
Porters	2
Total	12
Section 14. *Road Service*—	
Cabmen	2
Assistants—	
Section 15. *Shop Assistants*	5
Other Wage Earners—	
Section 16. *Police, Soldiers, and Sub-Officials*—	
Police sergeants	4
Policeman	1
Army pensioner	1
Telegraph clerk	1
Postman	1
Usher in court	1
Total	9
Section 18. *Other Wage Earners*—	
Timekeeper	1
Caretaker	1
Butler	1
Cook	1
Waiters	3
Gardeners	3
Piano tuner	1
Compositors	3
Total	14
Manufacturers—	
Sections 19, 20. *Home industries and small employers*—	
Shoemakers	4
Tailors	3
Picture-frame maker	1
Bookbinder	1
Skinner	1
Currier	1
Cork cutter	1
Brush maker	1
Chenille manufacturer	1
Scale manufacturer	1
Watchmaker	1
Pianoforte maker	1
Lithographer	1
Printers	4
Total	22
Dealers—	
Section 23. *General Dealers*—	
General dealers	2
Sections 24, 25. *Shopkeepers*—	
General shopkeeper	1
Upholsterers	4
Furniture dealer	1
Ironmonger	1
Newsagent	1
Stationer and tobacconist	1
Bookseller	1
Grocers	3
Nurseryman	1
Total	14
Refreshment—	
Section 26. *Coffee and Boarding-house Keepers*—	
Coffee and boarding-house keeper	1
Salaried, &c.—	
Section 28. *Clerks and Agents*—	
Clerks	15
Agents	2
Commercial travellers	3
Total	20

Section 29. *Subordinate Professional*—
Collector - - - 1
School board officer - 1
Actor - - - - 1
Engineers - - 2
Assistant schoolmaster - 1
Total - - 6

Females—(Heads of Families)—
Section 33. *Semi-domestic Employment*—
Laundress - - 1
Nurse - - - 1
Attendant - - 1
Housekeeper - - 1
Total - - 5

Section 34. *Dress*—
Dressmakers - - - 4

Section 35. *Small Trades*—
Toy dealer - - 1
Fruiterer - - 1
Total - - 2

Section 36. *Employing and professional*—
Assistant schoolmistress 1

Section 39. *Other adult women*—
Widows - - - 3
No statement given - 2
Total - - - 5

Summary—
Males—
Labour - - 28
Artisans - - 41
Locomotion - - 14
Assistants - - 5
Other wage earners - 23
Manufacturers - 22
Dealers - - 16
Refreshment - 2
Salaried, &c. - 26
— 177

Females—(Heads of families)—
Semi-domestic employment - - 5
Dress - - - 4
Small trades - 2
Employing and professional - - 1
Other adult women - 5
— 17
194

The occupations of those parents whose children have for any reason resigned their scholarships are not included.

(*b.*) Domestic Economy Scholars.

Males—
Labour—
Sections 4, 5. *Regular Labour*—
Labourers - - 4

Artisans—
Section 7. *Building Trades*—
Plasterer - - 1
Plumber - - 1
Stonemason - - 1
Total - - 3

Section 8. *Furniture, Woodwork, &c.*
Carpenters - - 3
Joiner - - 1
Total - - 4

Section 9. *Machine and Metal Trades*—
Mechanic - - 1
Saw sharpener - - 1
Engine tuber - - 1
Working engineer - 1
Total - - 4

Section 10. *Sundry Artisans*—
Rainproof cloth worker 1

Section 11. *Dress*—
Working tailor - - 1

Locomotion—
Section 13. *Railway Servants*—
Railway carter - - 1
Railway clerk - - 1
Total - - 2

Assistants—
Section 15. *Shop Assistants* 2

Other Wage Earners—
Section 16. *Police, Soldiers, and Sub-Officials*—
Policemen - - - 2
Beadle - - - 1
Road inspector - - 1
Total - - - 4

Section 18. *Other Wage Earners*—
Housekeeper - - 1
School caretaker - - 1
Night watchman - 1
Waiter - - - 1
Compositor - - 1
Canvasser - - - 1
Total - - 6

Manufacturers—
Sections 19, 20. *Home industries and small employers*—
Tailor - - - 1
Wood carver - - 1
Wheelwright - - 1
Cigar maker - - 1
Printers - - - 3
Total - - 7

Dealers—
Section 23. *General Dealers* 1

Sections 24, 25. *Shopkeepers*—
Pastrycook - - 1
Undertaker - - 1
Total - - 2

Salaried, &c.—
Section 28. *Clerks and Agents*—
Clerks - - 6
Agent - - - 1
Total - - 7

Females—(Heads of Families)—
Section 33. *Semi-domestic Employment*—
Charing - - 1
Laundress - - 1
Caretaker - - 1
Total - - 3

Section 34. *Dress* - 1

Section 39. *Other Adult Women*—
Widows without employment - - 2

Summary—
Males—
Labour - - 4
Artisans - - 13
Locomotion - - 2
Assistants - - 2
Other wage earners - 10
Manufacturers - 7
Dealers - - 3
Salaried, &c. - - 7
— 48

Females—
Semi-domestic employment - - 3
Dress - - - 1
Other adult women - 2
— 6

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APPENDIX III.

LIST of SECONDARY SCHOOLS to which GRANTS have been offered by the BOARD, subject to prescribed CONDITIONS.

Locality.	Name of School.	Number of Pupils.	Boys or Girls.	Grant for Maintenance.	Grant for Equipment.
				£	£
Battersea	Grammar School	170	Boys	120	80
	Sir Walter St. John's School	250	Boys	100	100
	Polytechnic Day School	64	Boys	200	—
Camberwell	Wilson's Grammar School	315	Boys	200	500
Camden Town	Camden School	300	Girls	100	400
Catford	St. Dunstan's College	184	Boys	250	300
Charing Cross	St. Martin's School	125	Girls	135	30
Chelsea	St. Mark's Upper School	325	Boys	100	100
Deptford	John Addey's School	190	Mixed	150	50
Dulwich	Alleyn's School	522	Boys	300	300
	James Allen's School	300	Girls	100	300
Finsbury and Spitalfields.	Cowper Street School	1,000	Boys	250	600
	Spital Square School	300	Girls		
Gospel Oak	William Ellis Endowed School	199	Boys	100	100
Greenwich	Roan School	360	Boys	500	—
		332	Girls	500	—
Hackney	Lady Holles's School	145	Girls	100	50
Hatcham	Aske's School	332	Boys and Girls	500	500
		305			
Hoxton	Aske's School	300	Boys and Girls	200	300
		177			
Islington	Owen's School	380	Boys and Girls	500	500
		300			
Leicester Square	Tenison's Schoo	182	Boys	150	150
Lewisham	Lewisham Grammar School	176	Girls	250	—
Marylebone	Philological School	160	Boys	100	300
Poplar	George Green's School	154	Boys and Girls	500	—
		120			
Regent Street	Polytechnic Day School	620	Boys and Girls	300	—
		228			
Southwark	St. Olave's Grammar School	210	Boys	200	300
St. James's	Burlington School	150	Girls	100	100
Victoria Park	Parmiter's School	317	Boys	400	—
Wandsworth and Westminster.	United Westminster and Emanuel Schools.	1,090	Boys	500	—
	Greycoat School	345	Girls	100	—
Whitechapel	Whitechapel Foundation School.	118	Boys	100	50
	Total	10,745	—	7,105	5,110

APPENDIX IV.

LIST of EVENING SCHOOLS and CLASSES (apart from POLYTECHNICS and INSTITUTIONS of University rank) which have applied for aid from the BOARD. The fact that an institution is named in this list does not imply that it will necessarily receive aid from the Board. Several other institutions and societies have made application for aid. To some of these the Board has been unable to accede, others are still under consideration.

Locality.	Name of Class or Institution.	Nature of the Subjects for which aid is asked.
Shoreditch	Municipal Technical School	Cabinet making, joinery, plumbing, electrical fitting, technical drawing, dressmaking, &c.
Kensington	Campden Trust Evening Classes.	Manual instruction in woodwork, carving, drawing, and domestic economy.
Westminster	Technical Institute	Classes in science, art, domestic economy, the building trades, carriage building, &c.
Blackheath	Blackheath, Lee, and Lewisham School of Art.	Classes in the subjects ordinarily taught in a school of art and design.
Camden Town	Camden School of Art	Classes in the subjects ordinarily taught in a school of art and design.
Clapham	Clapham School of Art	Classes in the subjects ordinarily taught in a school of art and design.
Clapton	Clapton and Stamford Hill School of Art.	Classes in the subjects ordinarily taught in a school of art and design.
Bayswater	Hyde Park and Bayswater School of Art.	Classes in the subjects ordinarily taught in a school of art and design.
Lambeth	Lambeth School of Art	Classes in the subjects ordinarily taught in a school of art and design.
Kingsland	North London and Borough of Hackney School of Art.	Classes in the subjects ordinarily taught in a school of art and design.
Putney	Putney School of Art	Classes in the subjects ordinarily taught in a school of art and design.
Bloomsbury	Royal Female School of Art	Classes in the subjects ordinarily taught in a school of art and design.
St. Martin's	St. Martin's School of Art	Classes in the subjects ordinarily taught in a school of art and design.
Westminster	Westminster Museum School of Art.	Classes in the subjects ordinarily taught in a school of art and design.
Saffron Hill	Saffron Hill School of Art	Classes in the subjects ordinarily taught in a school of art and design.
Hammersmith	Dunsany Road School of Art	Classes in the subjects ordinarily taught in a school of art and design and joinery.
Blackheath	Alexander Hall	Drawing, wood-carving, and modelling.
Clerkenwell	National Society of Lithographic Artists.	Art for lithographers, process reproduction, &c.
Deptford	John Addey's School	Chemistry, physics, physiology, hygiene, drawing, &c.
St. Pancras	Aldenham Institute	Drawing, carpentry and joinery, and printing.
Notting Hill	Anchor Institute	Building construction, joinery, plumbing, &c.
Bermondsey	Bermondsey Settlement	Chemistry and other branches of science, drawing, commercial subjects, wood carving, dressmaking, &c.
Tooting	Church Institute	Drawing, building construction, mechanics, and steam.
Camberwell	Greencoat School	Drawing, building construction, and machine construction.
Hammersmith	Broadway Hall	Drawing, building construction, and machine construction.
Lambeth	Hercules Buildings	Drawing, building construction, and machine construction.
Lambeth	Lambeth Polytechnic	Drawing, mathematics, and chemistry.
Battersea	Landseer Street Classes	Geometry, building construction, machine construction, carpentry, and joinery.
Chelsea	Onslow College	Several science and art subjects.
Haverstock Hill	Orphan Working School	Mathematics, physics, and botany
Queen's Park	Queen's Park Institute	Mathematics, geometry, and building construction.

Locality.	Name of Class or Institution.	Nature of the Subjects for which aid is asked.
Woolwich	Royal Arsenal Mechanics' Institution.	Mathematics, geometry, building construction, physics, chemistry, metallurgy, and drawing.
Bow	St. Paul's National School	Drawing and agriculture.
Clerkenwell	St. Thomas Charterhouse	Drawing, geometry, physiography, geology, and agriculture.
Stockwell	Stockwell Orphanage	Geology and physics.
Westbourne Park	Westbourne Park Institute	Mathematics, mechanics, chemistry, physics, botany, hygiene, and drawing, modelling, photography, dress-cutting, and commercial subjects.
Gospel Oak	William Ellis Endowed School.	Physics, drawing, and building construction.
Kilburn	Wordsworth College	Drawing and building construction.
Bloomsbury	Working Men's College	Several science subjects.
Great Titchfield Street	Carpenters' Company's Buildings.	Wheelwrights' work and van and cart body making.
Peckham	Peckham Technical School	Drawing, chemistry, physics, shorthand, &c.
Aldersgate Street	Y.M.C.A.	Chemistry, mathematics, building construction, physiography, hygiene, physiology, &c.
Lee	Lee Science Classes	Chemistry.
Highbury	Highbury Institute	Mathematics, mechanics, physiology, physiography, botany, agriculture, hygiene, mechanics, building construction.
Dalston	North East London Institute	Chemistry, physiology, hygiene, botany, physiography, music.
Whitechapel	Whitechapel Craft School	Drawing, modelling, carving, joinery, manual instruction in woodwork, &c.
Whitechapel	Toynbee Hall	Several science subjects.
Mile End	Essex House	Drawing, manual instruction in woodwork, wood and metal work, and art industries generally.
Westminster	St. Peter's Institute	Carpentry and joinery, brickwork and masonry, mechanical engineering, building construction, &c.
	Pupil Teachers' Centres.	
Deptford	St. John's Schools	Drawing, agriculture, physiology, and physiography.
Hammersmith	William Street Board School	Physiology, physiography, and hygiene.
Southwark	St. George's Road	Drawing, geometry, and physiography.

Appendix V.

List of Grants for Equipment made or offered to Institutions other than Secondary Schools.

Locality.	Name of Institution.	Amount of Grant.	Purpose to which the Grant is applied.
		£ s. d.	
Shoreditch	Municipal Technical School	500 0 0	Tools, fittings, and apparatus of permanent value to the school in its proposed new premises.
London Docks	Sailors' Home	21 16 9	Galley stove and cooking utensils.
Queen's Park	Queen's Park Institute	100 0 0	To provide half the cost of a chemical laboratory.
Regent Street	Polytechnic	1,250 0 0	Equipment for technological classes and the technical reference library.
Borough	Polytechnic	1,000 0 0	Equipment of workshops.

Locality.	Name of Institution.	Amount of Grant.	Purpose to which the Grant is applied.
		£ s. d.	
Borough -	Polytechnic - - -	70 0 0	Appliances for a class for bread-making.
Battersea -	Polytechnic - -	1,000 0 0	Equipment of the engineering department.
Woolwich -	Polytechnic - - -	750 0 0	Equipment of the metallurgical laboratory and the engineers' workshops.
Chelsea - -	Polytechnic - - -	750 0 0	Equipment of laboratories and workshops; the grant to be reserved by the Board until the institutions are opened.
Holloway -	Polytechnic - - -	750 0 0	
Clerkenwell -	Northampton Institute -	500 0 0	
Chancery Lane	Birkbeck Institution -	450 0 0	Lecture apparatus for physics and chemistry.
City - - -	City of London College -	300 0 0	Equipment of the natural history laboratory and the art studios.
Westminster -	Westminster Institute -	98 9 5	Tools for classes in joinery, plumbing, and metal-plate work, and general equipment of workshops; microscope and specimens for the botany class and art apparatus.
Camden Town-	Camden School of Art -	57 0 7	Books, etching apparatus, furniture, and other appliances.
Chelsea - -	Onslow College - -	100 0 0	Apparatus for the use of the science and art classes, subject to the condition that the apparatus is made over to the South-West London Polytechnic when that institution is opened.
Clapton - -	Clapton and Stamford Hill School of Art.	30 0 0	Furniture, fittings, casts, books, tools, and other appliances.

Appendix VI.

List of Classes on Domestic Economy conducted by the Board's Teachers.

Division.	Name of Centre.	Subject.
Battersea - -	Women's Guild Co-operate Society, Harroway Road.	Dressmaking and hygiene.
	Working Girls' Club, High Street -	Dressmaking.
Bermondsey -	Girls' Friendly Society, St. Luke's Mission Hall.	,,
	Girls Friendly Society, St. Augustine's Church.	,,
	Young Women's Christian Association, Grigg's Place, Grange Road.	Cookery.
	Factory Helpers Union, 150, Long Lane.	,,
	Congregational Union, Collier's Rents.	,,
	Melior Street Roman Catholic Schools.	,,
	Women's Help Society, 38, Tabard Street.	Hygiene.
Bethnal Green -	Women's Help Society, Petley Hall, Chilton Street.	Cookery, hygiene, and sick nursing.
	Recreative Evening Schools Association, Summerford Street School.	Dressmaking.
	St. Margaret's House, 4, Victoria Park Square.	,,

Division.	Name of Centre.	Subject.
Bow and Bromley -	Factory Helpers' Union, Clifden House, Fairfield Road.	Cookery.
	Recreative Evening Schools Association, High Street School, Bromley.	Dressmaking.
	Working Girls' Club, 193, Bow Road.	,,
	Girls' Home, Globe Road - -	Cookery and housewifery.
	Miss Trevor's Meeting, 228, Brunswick Road.	Cookery.
Brixton - -	Young Women's Christian Association, Winslade Road.	Hygiene.
Camberwell - -	All Saints' Mission, Sumner Road -	Cookery.
	Trinity College Mission, New Church Road.	,,
	Young Women's Christian Association, Grove Lane.	Hygiene.
Chelsea - -	Women's Guild, Co-operative Society, 312, King's Road.	Dressmaking.
	Girls' Friendly Society, 312, King's Road.	,,
City - -	Factory Helpers' Union, 6, Jewin Street.	,,
	Girls' Friendly Society, All Hallows Barking School.	,,
Finsbury - -	Factory Helpers' Union, 77, Chiswell Street.	,,
	St. Clement's Institute, Lever Street	Cookery.
	Friends' Mission, Roscoe Street, Bunhill Row.	Cookery and dressmaking.
	Young Women's Christian Association, 14, Finsbury Circus.	Cookery.
Fulham - -	Jubilee Home, 7, Parson's Green -	Cookery and dressmaking.
	Factory Helpers' Union, Girls' Club, Lillie Road.	Cookery.
Greenwich - -	Efa Club, Old Charlton	Cookery and dressmaking.
Hackney - -	Eton Mission, Gainsborough Street	Cookery.
	Chesterton Club, 100, High Street, Homerton.	Dressmaking.
	Girls' Friendly Society, Brett Street Mission.	,,
	Girls' Friendly Society, Rossington Street School.	Cookery.
	Women's Help Society, Lansdowne Road, London Fields.	Cookery and dressmaking.
Haggerston - -	Women's Help Society, 31, Goldsmith's Row.	Dressmaking.
Hammersmith - -	St. Peter's Mission - -	Cookery.
	Young Women's Christian Association, West End Hall.	Dressmaking.
Holborn - -	Women's Help Society, St. Peter's School, Saffron Hill.	,,
Hoxton - - -	Costers' Hall, Hoxton Street -	,,
Islington - -	Girls' Friendly Society, St. Matthew's, City Road.	,,
	St. James' Hall, Holloway - -	Hygiene.
	Women's Help Society, St. Thomas's Mission, Twyford Street.	Dressmaking.
	Young Women's Christian Association, Cloudesley Institute.	Cookery.

Division.	Name of Centre.	Subject.
Kensington - -	Bosworth Road Chapel, Kensal Road.	Cookery.
	Catholic Club, Vicarage Gate -	,,
	Young Women's Christian Association, Brompton Road.	,,
Limehouse - -	Girls' Friendly Society, Dixon Street, School.	Dressmaking.
	Girls' Friendly Society, 135, Coutts Road.	Cookery.
	Women's Help Society, St. James', Ratcliff.	Cookery and dressmaking.
	Women's Help Society, 6, London Street, Ratcliff.	,, ,,
	Limehouse Local Committee, Board of Works Offices.	Hygiene.
Marylebone - -	Gray's Yard Mission, Duke Street -	Cookery and dressmaking.
	St. Mark's Mission House, Violet Hill.	Cookery. Needlework and dressmaking. Laundry. Housewifery. Hygiene. "First Aid."
	Young Women's Christian Association, 16a, Old Cavendish Street.	
Mile End - -	Young Women's Christian Association, Great Assembly Hall.	Dressmaking and hygiene.
Paddington - -	Queen's Park Institute, Harrow Road.	Hygiene.
	Women's Help Society, St. Mary Magdelene's Church House.	Dressmaking.
	St. Jonn's Training Home, Great Western Road.	Cookery.
Poplar -	St. Frideswide's Mission, Lodore Street.	Cookery and dressmaking.
	Uppingham Mission - -	Cookery.
	Women's Help Society, Ingelheim Place, Isle of Dogs.	Dressmaking.
	Women's Help Society, St. Gabriel's, Morris Street.	Cookery.
	Poplar Union Workhouse, High Street.	,,
Southwark - -	Girls' Friendly Society, St. Peter's, Sumner Street.	Dressmaking.
	Brent's Court R. C. Schools, Borough High Street.	Cookery.
	Girls' Club, Redcross Street - -	Dressmaking.
	Working Girls' Home, 49, Nelson Square.	,,
	Young Women's Christian Association, St. Andrew's, Roupell Street.	Cookery.
Stepney - -	Girls' Friendly Society, Grosvenor Street Mission.	,,
St. George's, Hanover Square.	Young Women's Christian Association, St. George's Road.	Dressmaking.
St. Pancras - -	Arlington Club, 97, Arlington Road	,,
	Girls' Friendly Society, Berkeley Road	Cookery.
	Girls' Friendly Society, Greenland Street, Camden Town.	,,
	Girls' Friendly Society, 172, Malden Road.	Dressmaking.

Division.	Name of Centre.	Subject.
St. Pancras—*cont.*	Honor Club, 9, Fitzroy Square -	Cookery and dressmaking.
	Midhope Hall, Cromer Street -	Dressmaking.
	Neighbourhood Guild, Leighton Crescent.	Cookery.
	Marchmont Hall, 94, Marchmont Street.	Hygiene.
	Young Women's Christian Association, Percy Circus.	Cookery.
Strand - -	Soho Girls' Club, 59, Greek Street	Cookery and dressmaking.
	Young Women's Christian Association, Morley Hall, Regent Street.	Cookery.
Walworth - -	English Martyrs' Roman Catholic School, Northampton Place	„
	Factory Helpers' Union, Rochester Institute, Walworth Road.	Cookery and hygiene.
	St. Mary's Home, 132, New Kent Road.	Dressmaking.
Westminster - -	St. Andrew's Club, Palace Street -	Cookery.
Whitechapel - -	Bedford Institute, Commercial Street.	Dressmaking.
	Co-operative Wholesale Society, Leman Street.	„
	Davenant Schools Club, St. Mary's Street.	Cookery.
	Girls' Friendly Society, St. Olave's, Hanbury Street.	Hygiene.
	St. Jude's Girls' Club, 64, Leman Street.	Sick nursing.
	King Edward's Institute, Albert Street.	Cookery.
	Women's Guild, Co-operative Society, Tower Hamlets.	Dressmaking and plain needlework.
Woolwich - -	Women's Guild, Co-operative Society, Plumstead.	„ „

In addition to conducting the above classes, the Board's teachers have given lessons in laundry work, dressmaking, and needlework at the Borough Polytechnic, and cookery lessons at the Lewisham Grammar School, in lieu of the payment of a portion of the grant voted to those institutions.

Appendix VII.

List of Board's Representatives already nominated on the Governing Bodies of Institutions aided or proposed to be aided.

Name of Institute.	Name of Representative.
Polytechnic Institutes.	
Battersea Polytechnic - - - -	*Burns, J.* *Dickinson, W. H.* *Hutton, Sir J.* Magnus, Sir P.

Name of Institute.	Name of Representative.
Borough Polytechnic	Bayley, E. *Lemon, W. G* Magnus, Sir P *Spicer, E.* *Strong, R.*
City Polytechnic	Baker, G. Magnus, Sir P. Orsman, W J.
Northern Polytechnic	Orsman, W. J. Roberts, Sir O. Roberts, R. *Torrance, A. M.*
North-West London Polytechnic	Collins, Dr. W. J. Hogg, Quintin. *Hutton, Sir J.* Magnus, Sir P. Moberly, General F. J. Orsman, W. J.
Regent Street Polytechnic	*Compton, Earl.* Diggle, J. R. Hogg, Quintin. Magnus, Sir P. Roberts, Sir O.
South-Western Polytechnic	Antrobus, R. C. *Monkswell, Lord.* Russell, Dr. W. J.
Woolwich Polytechnic	Hogg, Quintin. Roberts, Sir O. Webb, Sidney.

Members whose names appear in italics are members of the council, and indirectly represent the interests of the Board.

Technical School.	
Shoreditch Municipal Technical School	Crooks, W. Smith, H. Ll. Taylor, H. R.
Schools of Art.	
Blackheath, Lee, and Lewisham School of Art	Lemon, W. G. McDougall, J. Jackson, R. S.
Camden School of Art	Collins, Dr. W. J. Chatterton, G. J. Hicks, Mrs. A.
Clapham School of Art	Bristowe, G. L. Martineau, D. Wilkinson, A.
Clapton and Stamford Hill School of Art	Langman, A. W. F. McCall, J. Williams, Rev. C. Fleming.
Lambeth School of Art	Galton, F. W. Marsland, J. Wilkinson, A.
North London and Borough of Hackney School of Art.	Branch, J. Hicks, Mrs. A. McCall, J. Orsman, W. J.
Royal Female School of Art	Ranyard, A. C. Langman, A. W. F.

Name of Institute.	Name of Representative.
Westminster School of Art	Ilchester, Lord. De Souza, Sir W. Webb, Sidney.
Evening Science Classes.	
Aldenham Institute	Collins, Dr. W. J. Westacott, T. B.
Anchor Institute	Doake, R. B. Frye, F. C. Lloyd, J.
Bermondsey Settlement	Bayley, E. Taylor, H. R.
North Camberwell Institute	Bayley, E. H. Strong, R. Taylor, H. R.
Queen's Park Institute	Costelloe, B. F. C. Gladstone, Dr.
Westminster Technical Institute	Galton, F. W. Webb, Sidney.
Woolwich Arsenal Mechanics' Institution	Hughes, Col. E. Millis, C. T.
Working Men's College, Great Ormond Street	Hoare, A. Leon, A. L. Ranyard, A. C.
Secondary Schools.	
Boys.	
Alleyn's	Lawrence, Sir Trevor. Spicer, E.
Battersea Grammar	Wells, Sidney H. Willis, W.
Philological	Abbott, Dr. E. A.
Sir Walter St. John's	Wells, Sidney H. Willis, W.
St. Mark's, Chelsea	Bosanquet, B. Turton, E. R.
William Ellis	Fletcher, J. Wilson, A.
Boys and Girls.	
Central Foundation	Blake, W. F. Wood, T. McKinnon.
Dame Owen's	Lubbock, Sir John, Bart.
John Addey's	Lambert, Professor. Webb, Sidney.
Girls.	
Camden	Collins, Dr. W. J. Maitland, Mrs.

The Board's educational adviser is in every case appointed a member of the governing body of each institution aided, except secondary schools, and on the governing bodies of institutions which provide for the instruction of girls and women the Board's lady organiser of domestic economy classes is also appointed.

Appendix VIII.

Statement of Receipts and Payments for the period from 9th August 1893 (the date on which the first Payment was made to the Board) to 31st March 1894.

Dr.	£ s. d.		£ s. d.	£ s. d.
To Receipts—		By Payments—		
London County Council—		Technical departments of polytechnics and technical schools—		
Instalment on account of grant for year 1892-93.	2,000 0 0	Shoreditch Municipal Technical School—Equipment	130 17 5	
Balance of grant for year 1892-93	27,322 10 1	Battersea Polytechnic Institute—Equipment	1,000 0 0	1,130 17 5
London and Westminster Bank—		County Scholarships (including examination expenses)	—	732 12 10
Interest on daily balances to 29th December 1893.	55 4 8	Art teaching—grants to six art schools	—	600 0 0
		Science teaching (including pioneer lectures)—		
		Moiety of cost of pioneer lectures by the London Society for the Extension of Universal Teaching.	125 0 0	
		Incidentals	1 13 4	126 13 4
		Domestic Economy—		
		Cookery—	£ s. d.	
		Salaries of teachers	238 15 0	
		Incidentals	45 19 3	
			284 14 3	
		Dressmaking—		
		Salaries of teachers	162 6 8	
		Incidentals	43 1 9	
			205 8 5	
		Sick nursing, &c.—Incidentals	1 14 5	491 17 1
		Expenses of administration (including inspection)—		
		Salaries and allowances (including inspection)	964 6 1	
		Incidental expenses	75 10 5	
		Printing, stationery, &c.	267 14 10	
		Rents, rates, &c.	139 1 3	1,446 12 7
				4,528 13 3
		By Balance, 31st March 1894—		
		Cash in hands of treasurer	24,823 11 11	
		Cash in hands of secretary	25 9 7	24,849 1 6
	£29,377 14 9			£29,377 14 9

G. U. Brenchley, *Accountant.*
Wm. Garnett, *Secretary of the Board.*

APPENDIX No. 5.

Summary of Charities in the County of Surrey.

Handed in by Mr. H. Macan. (*See Question* 4481.)

Parish.	Name of Charity.	Amount.	Object.
		£ s. d.	
Albury - - -	O. Duncumb - -	18 0 0	Apprenticing.
	Risbridger -	5 0 0	Education.
		23 0 0	
Ashtead - -	White - - -	25 16 9	Education.
Alfold - - -	H. Smith - - -	14 13 6	Apprenticing.
*Barnes - -	Franks - - -	5 5 0	In aid of Charity School.
	Jeffreys - - -	10 0 0	
	Hedgman's School Charity	95 16 4	For clothing or otherwise aiding children to attend school.
		111 1 4	
Beddington - -	Borradaile - -	1 12 8	For National School.
	Browne - - -	3 4 3	
	Beynon - - -	31 10 0	
	Browne - - -	2 18 8	
		39 5 7	
*Bletchingley -	School - - -	27 17 10	
Great Bookham -	Sir G. Sims -	31 4 0	Education.
Capel - -	School Endowment of R. Barclay.	30 5 8	
*Carshalton - -	Muschamp - -	22 10 0	Apprenticing.
	Fellows - - -	10 0 0	„
	Beynon - - -	55 3 8	For National School.
	„ - - -	30 15 8	For Infants' School.
		118 9 4	

Parish.	Name of Charity.	Amount.	Object.
		£ s. d.	
Chipstead	Stephens	67 0 0	Education.
		12 10 0	Apprenticing.
		79 10 0	
*Dorking	Fenwicke	30 0 0	Apprenticing.
	Labouchere	16 10 0	For Falkland Road School.
		46 10 0	
*Egham	Lee	133 11 2	Apprenticing.
	Edgell	3 19 2	
		137 10 4	
*Epsom	Brayne	34 18 11	For National School.
	White	77 10 4	*See* Ashtead, Ewell, Leatherhead.
		112 9 3	
Esher	Petre	25 10 0	Sunday School.
Ewell	Brumfield	12 0 0	Education.
	White	25 16 9	
	Cawerley	6 3 6	
		44 0 3	
Godalming	H. Smith	15 0 0	Apprenticing.
*Guildford	Archbishop's Abbot School	152 0 10	
Parish of Holy Trinity.	Duncumb	16 17 1	Apprenticing.
Parish of St. Nicholas	Lovejoy	14 13 4	Education.
		183 11 3	
Horsley, West	Fullerton	19 7 7	Sunday School.
	Weston	22 15 9	National School.
		42 3 4	

Parish.	Name of Charity.	Amount.	Object.
		£ s. d.	
Kew. (*See* Richmond Charity Report.)	Charity (or Queen's) School.	31 11 11	National School.
	Jones - - -	8 11 0	„ „
		40 2 11	
Leatherhead - -	White - - -	25 16 9	
	Lucas - - -	20 5 11	
		46 2 8	
Lingfield - -	Parish School - -	10 0 0	
Merton - - -	*Thornton - -	344 7	Apprenticing.
		477 2 7	
Mitcham - -	Sunday School - -	51 1 8	
Morden - - -	School - - -	34 1 8	National.
	Sunday Schools - -	30 0 0	
		64 1 8	
*Mortlake - -	Lady Capel and Franks -	7 6 8 31 12 0	Education.
	Consolidated Charities	20 0 0	Apprenticing.
	Ward - - -	5 15 8	Will proved 1882. For Scholars in National Schools.
	National Schools - -	31 9 0	
	Lord Sid. - -	9 0 0	Infants' School.
	Addington - - -	6 4 3	„ „
		111 7 7	
Newdigate (proposed Scheme).	Steere and Booth -	40 0 0	School.
Ockley - - -	Eversted - -	30 0 0	
	Arbuthnot and Scott's -	10 0 0	
	School - - -	3 0 0	
		43 0 0	

Parish.	Name of Charity.	Amount.	Object.
		£ s. d.	
Petersham. (*See* Richmond Charity Report.)	Triplet	53 16 8	
	Poor's Land	173 14 0	
	Tallemache	6 0 0	
		233 10 8	
Send and Ripley	Haynes	57 17 6	Apprenticing.
Shere	Gallon	12 13 2	National School.
	Lomax	5 0 0	„ „
		17 13 2	
Sutton	Beek	5 10 0	National School.
	Bentley	4 6 2	„ „
	Manners	21 0 0	„ „
		30 16 2	
Hersham	H. Middleton	6 0 0	National School.
	„	6 0 0	Infants' School.
	J. D. Middleton	6 7 0	National School.
	„	6 7 0	Infants' School.
		24 14 0	
Wimbledon	Cecil	5 0 0	National School.
		24 10 0	Apprenticing.
	National School and Peache.	18 0 0	
	Lady E. Murray	6 12 0	
		54 2 0	
Windlesham	Cooper	5 5 0	National.
	National School	25 0 0	„
		30 5 0	
Wootton	Glanville	20 0 0	Apprenticing.
Betchworth	Reynolds and Duke of Norfolk.	14 18 9	Aid of Parish School.
	Fenwicke	66 12 0	Apprenticing.
		81 10 9	
	Gross total	2,265 9 11	

APPENDIX No 6.

Handed in by Mr. H. Macan. (*See Question No.* 4689.)

THE HEADMASTERS' ASSOCIATION MAJOR SCHOLARSHIP SPECIAL SUB-COMMITTEE REPORT.

As amended and agreed upon by Dr. Scott, Mr. Hinton, and Mr. Macan.

The present scholarship sub-committee of the Headmasters' Association was formed to deal with scholarships from public elementary into public secondary schools.

It now appears desirable to form a similar committee to deal with major scholarships.

Following the plan already developed for minor scholarships, it is now agreed that it is desirable—

(1) that for these scholarships a large degree of uniformity should prevail in the examinations held for the purpose of selecting candidates;
(2) that the examination should be so framed as to secure the election only of candidates showing ability and intelligence distinctly above the average;
(3) that scholars should be elected at about the age of 16 or 17;
(4) that examinations should be held more or less towards the end of the school year, so that the scholarships may be taken up in October;
(5) that the examination should include some test of a general character.

As regards the constitution of the present sub-committee responsible for the examination for minor scholarships the following fact has been noted.

It contains a large proportion (13) of representatives of schools into which the scholars go, a small proportion (3) of representatives of schools from which the scholars come, and in addition to two representatives of the county councils, as electing bodies, the examiner ex-officio and the secretaries of the University Local Examination Boards.

By analogy a committee to deal with scholarships from secondary schools into higher teaching or university institutions should contain a large proportion of representatives of the higher institutions a number of representatives of secondary schools, and the other (or similar) representatives as before.

It is obvious that just as the heads of secondary schools are the proper judges of what pupils from elementary schools are likely to be fittest to profit by a secondary education, and as to the best conditions for testing their fitness, so the authorities of the higher institutions, especially of those dealing with specialised technical work, are the best judges as to what pupils from secondary schools are likely to profit most from the instruction given in those institutions.

At the same time the heads of secondary schools wish the pupils they send out to have a good *general* education, and it is certain that the other parties concerned also share this wish.

For practical purposes it is advisable that the same examination should serve for the *Abiturienten Examen* of the school and for the "matriculation" examination of the higher institute; but this is now proposed only *for scholarship* candidates—for the ordinary pupils it is probably not yet practicable.

To secure this dual end it is agreed that the examination should be in two parts :—

(1.) A preliminary or qualifying compulsory part of a general character. Candidates will be required to have passed one of the following examinations :—

(*a.*) The Oxford and Cambridge Board Lower Certificate Examination.

(*b.*) The Oxford Local or Cambridge Local Examination, junior or senior, in at least four subjects.

(*c.*) The College of Preceptors Examination, First Class.

(2.) A final or optional part in groups, *e.g.*—

Mathematical,
Engineering and mechanical,
Physical,
Chemical,
Commercial.

conducted by the newly constituted sub-committee.

It is proposed that the Headmasters' Association be asked to appoint a new major scholarship sub-committee of the following composition :—

Representatives of the following bodies :—

A. 6 Headmasters' Association.
2 Headmasters' College (or 1st Grade School).
2 Headmistresses' Association.
1 Private Schools Association.

B. 2 City and Guilds Institute.
2 King's College.
2 University College.
1 Bedford College.
1 London Chamber of Commerce.
1 Queen's College.

NOTE.—If university colleges in other parts of England wish to use the examination or join in the scheme, they would be offered representatives in addition to the above ; (for the present probably London and the home counties only will use the scheme).

C. The secretaries of the two local examinations.
The two secretaries of the Oxford and Cambridge Schools Examination Board.
1 each county council joining in the scheme.
1 the Organising Secretaries' Association.

Report adopted at a meeting held at the College of Preceptors on January 11th, 1894.

Present.

Dr. Scott, R. W. Hinton, Esq. } Headmasters' Association.
Miss Page, Miss Blackmore } Headmistresses' Association.
E. J. Gross, R. E. Matheson, Esq. } Secretaries to Universities Joint Board.
Dr. Keynes, secretary Cambridge Local Examination.
E. E. Pinches, Esq., Minor Scholarship Examination.
H. MaCan, Esq., hon. secretary Organising Secretaries' Association.

Absent, but Invited.

Dr. Garnett, London Technical Education Board.
H. T. Gerrans, Esq., Oxford Local Examinations.

Handed in by Mr. H. Macan. (*See Question* 4629.)

THE HEADMASTERS' ASSOCIATION.

Major and Intermediate Scholarships.

Members of Sub-Committee.

Mr. EASTERBROOK.	Mr. RUTTY.
Mr. HINTON.	Mr. SENIOR.
Mr. MACCARTHY.	Dr. SCOTT.

Terms of Reference as adopted by the General Committee, March 1894.

"To call together representatives of bodies interested in the award of scholarships and exhibitions offered by councils and similar bodies, which take the holders from secondary schools to places of higher education, and, if possible, to formulate a scheme of examination that may be acceptable to both schools and higher institutions."

REPORT OF THE SUB-COMMITTEE ADOPTED BY THE GENERAL COMMITTEE. JUNE 1894.

The present minor scholarships sub-committee, containing members of the Headmasters' Association and representatives of other bodies, was constituted for the purpose of formulating an examination syllabus, on which might be awarded minor or entrance scholarships open to pupils of public elementary schools and others, and tenable in secondary schools.

It appears desirable to constitute a similar sub-committee to formulate, if possible, an acceptable examination syllabus on which to award major or leaving and intermediate scholarships, offered by county councils and similar bodies, and tenable at places of higher education.

Following the plan already developed for minor scholarships, conferences have been held with representatives of various educational bodies, including the following:—The Headmasters' Conference, the Headmistresses' Association, the Universities' Joint Board and Local Examinations Board, and the Association of Organising Secretaries of County Councils. The result is a general agreement both as to principles and plan. It is agreed that it is desirable—

(1) that for these scholarships a large degree of uniformity should prevail in the examinations held for the purpose of selecting candidates;
(2) that the examination should be so framed as to secure the election only of candidates showing ability and intelligence distinctly above the average;
(3) that scholars should be elected at about the age of 16 or 17;
(4) that examinations should be held more or less towards the end of the school year, so that the scholarships may be taken up in September or October;
(5) that the examination should include some preliminary test of a general character.

For practical purposes the examination might eventually serve for the *Abiturienten Examen* of the school, and for the "matriculation" examination of the higher institute; but this is now proposed only *for scholarship* candidates—for the ordinary pupils it is probably not yet practicable.

To secure this dual end it is agreed that the examination should be in two parts.

(1.) A preliminary or qualifying compulsory part of a general character. Candidates will be required to have passed one of the following examinations:—

(*a.*) The matriculation examination of London University.
(*b.*) The Oxford and Cambridge Board lower certificate examination.
(*c.*) The Oxford local, or Cambridge local examination, senior, or junior in one of the honours classes.
(*d.*) The College of Preceptors examination, first class.
(*e.*) Any other equivalent examination approved by the committee.

(2.) A final or optional part, conducted by the newly constituted committee, and embracing a series of groups such as the following:—

Mathematics.
Engineering and mechanical subjects.
Physics.
Chemistry.
Commercial subjects.
Classics.
Modern languages.

It is proposed that a major scholarships sub-committee of the following composition be appointed:—

Representatives of the following Bodies.

*4 The Headmasters' Association.
*4 The Headmasters' Conference.
3 The Headmistresses' Association.
1 Private Schools' Asssociation.
2 City and Guilds Institute.
2 King's College.
2 University College.
1 Bedford College.
1 London Chamber of Commerce.

NOTE.—If university colleges in other parts of England wish to use the examination, or join in the scheme, they would be offered representatives in addition to the above (for the present, probably London and the home counties only will use the scheme).

The secretaries of the two local examination boards.
The two secretaries of the Oxford and Cambridge Schools Examination Board.

1 Each county council joining the scheme.
1 The Organising Secretaries' Association.

The following representatives have signified their willingness to join the Board, if constituted on the lines of the foregoing scheme—

The Headmistresses' Association. (3)
Miss Blackmore. Miss Page. Mrs. Woodhouse.
City and Guilds Institute.
Sir P. Magnus. Professor H. Armstrong.
King's College.
Professor Grylls Adams. Professor J. M. Thomson.
University College.
Professor Beare. Professor Ker.
Bedford College.
Miss Penrose.
Oxford and Cambridge Schools Examination Board.
E. J. Gross, Esq. R. E. Matheson, Esq.

* These numbers are subject to revision.

Local Examination Boards.
H. T. Gerrans, Esq. Dr. Keynes.
The London Chamber of Commerce.
K. B. Murray, Esq.
Organising Secretaries' Association.
H. Macan, Esq.

R. P. SCOTT,
Hon. Secretary.

Parmiter's School,
May 31st, 1894.

APPENDIX No. 7.

Handed in by Mr. T. Snape, M.P., and Mr. J. A. Bennion, M.A. (*See Question* 5210.)

DRAFT of EVIDENCE to be laid before the ROYAL COMMISSION on SECONDARY EDUCATION, by Mr. T. SNAPE, M.P., and Mr. J. A. BENNION, M.A.

Appropriation and Distribution of Technical Fund.

Method adopted.

Immediately after the passing of the Local Taxation (Customs and Excise) Act, dated August 1890, a special committee on technical instruction, consisting of 11 members, was appointed by the Lancashire County Council to consider the provisions of the Act, and to report to the council on the desirability of appropriating the whole or any part of such grant to the purposes of technical, including agricultural and commercial, education.

The first meeting of the committee was held on October 2nd, 1890. Twelve months afterwards, in August 1891, by resolution of the county council, the special committee was made a standing technical instruction committee of the council, and remains so to this day.

The committee commenced operations by issuing public announcements that the council was prepared to receive applications for grants in aid of technical or manual instruction in the agricultural and industrial subjects.

A sub-committee was appointed to inquire into the best manner of making grants in aid of agricultural subjects.

In December 1890, the technical instruction committee recommended that the whole of the funds received under the Local Taxation Act of 1890 be applied for the purpose of technical, including agricultural and commercial, instruction. This recommendation was adopted by the county council at its next meeting in February 1891.

Similar recommendations have been made by the technical instruction committee and adopted by the county council each succeeding year.

It ought to be stated that the money was received too late during the first year to be wholly applied for the purposes of technical instruction, and that 23,000*l.* out of the 42,000*l.* for that year was voted for county purposes other than technical instruction.

With that exception all the money received from the passing of the Act to the present time has been devoted by the county council solely for purposes of technical instruction.

Enlargement of committee and appointment of director of technical instruction.

In March 1892, the permanent character of the fund having become more probable, the technical instruction committee was enlarged to the number of 27 members, at which it now stands, and a director of technical instruction was appointed.

Administration of funds in urban districts.

The committee divided its labours into two departments, urban and agricultural.

It was decided that the fund should be administered in the urban district under the following arrangements:—

Allocations.

That grants be made to local authorities, or to institutions, schools, or classes under public management, such grants to be conditional upon

suitable premises and appliances being provided, for which purpose, in case of need, grants in aid are recommended, and upon efficient teaching being supplied in those subjects of technical instruction covered by the Act, for which grants are given by the Science and Art Department, or by the City and Guilds of London Institute, or for which the sanction of the Science and Art Department has been specially obtained, or by the Education Department, also that in the distribution of the fund at its disposal the county council should retain the control, recognising in practice the principle of dealing in the proportions of rateable value and population with the respective claims of the various authorities interested, whether municipal, urban, or rural, and that in dealing with grants to these authorities the county council should require a report from some competent officer that the preliminary conditions upon which any grant can be made have been complied with.

Reservation for special purposes.

Further, it was recommended that the county council should reserve, out of the total sum derived from the grants under the Local Taxation (Customs and Excise) Act, 1890, a per-centage of at least 10 per cent. for contingencies and special uses.

Annual amounts received.

The annual amount at the disposal of the county was estimated at about 39,000*l.*, but the amounts actually received were as follows:—

	£
Year ending March 31st, 1891	40,391
,, ,, 1892	42,641
,, ,, 1893	41,085
,, ,, 1894	39,171

A sum for bank interest amounting to 2,584*l.* has augmented the fund to that extent, and there is still a balance to be received for 1894.

Character of special grants.

The principle of distribution according to the dual basis of population and rateable value having been adopted, 21,500*l.* was allotted to the urban districts, and 7,000*l.* to the rural districts, out of the amount received the first year. The remainder was held in reserve for the following special purposes:—

Scholarships and exhibitions, the Harris Institute for technical instruction in agriculture, migratory, and other dairy schools, practical agriculture, horticulture and bee-keeping, cheese schools, Saturday classes for teachers, university extension lectures, mining, horology, plumbing, and sanitary science, silk industry, union of Lancashire and Cheshire institutes for examinations, Owen's College, Manchester, and University College, Liverpool, navigation and sea fishery management, and such other special county objects and contingencies as might appear desirable to meet from time to time.

Grants to institutions outside county areas.

Until the passing of the Technical Instruction Act in March 1891, the county council was prevented giving any grants out of its funds in aid of technical or manual instruction to institutions or schools outside the administrative county, and was not allowed to provide, or assist in providing, scholarships for county students who were not within the county area. By the passing of that Act this restriction was removed.

General conditions of urban grants.

In allocating to the urban districts of the county the sums according to the resolution already quoted, the following general conditions were originally laid down, first, the appointment of a local committee—preferably consisting of the local authority of the district—which should have upon it the county councillor for the district, and, if necessary, other representatives of the county council; secondly, that a scheme of the classes to be held and of expenditure that it was proposed to incur should be submitted and approved by the technical instruction committee; thirdly, that no improper expenditure, or excessive expenditure, for salaries, rents, or prizes for students should be permitted; and by special resolution the committee resolved that no special grants should be made out of the amount allotted to the district for building purposes, but that

a sum of 10 per cent. might be used for structural alterations, if sanctioned by the technical instruction committee.

Non-county boroughs and alteration of conditions.

In consequence of dissatisfaction arising amongst the non-county boroughs—of which there are 18 in the county—an alteration has since been made in these conditions.

The municipalities of the non-county boroughs resented the condition that they should be required to submit their scheme in advance for the sanction of the technical instruction committee of the county council. That portion of the conditions has therefore been altered, and instead of the schemes being submitted by the various urban districts in advance, they submit a report of work done, and complete accounts and balance sheet at the close of each year's work, together with the results of examinations when such have been held. In the event of any improper expenditure having been made such a circumstance will be considered before any grant is made in a subsequent year.

Method of paying grants.

To provide the various districts with funds, the allocation for the current year is paid in the following manner:—50 per cent. about the month of November, 25 per cent. in the month of February, and the balance in the month of May (by the time the year's work is completed). The same arrangement has been made with the local board and other urban authorities, of which there are 98 in the county. Thus the responsibility of the origin and conduct of the classes devolves upon the committee of the district. In this way a larger amount of interest is evoked locally in the work, and in many instances rates in aid are levied to supplement the grants made from the county council.

Grants to rural districts.

In the rural districts there were no organisations to which the responsibility of distributing the fund could be entrusted. The best form of establishing local committees had therefore to be considered, and the area over which such committees should distribute their funds. It was decided ultimately that a committee should be appointed for each district which returned a representative to the county council. There are 28 of these rural districts in the county.

Rural District Committee.

It has not been easy to appoint a representative committee for these rural districts. The practice hitherto adopted has been to request the county councillor for the district to nominate gentlemen who take an interest in educational matters. These nominations require the sanction of the technical education committee, which retains the power to add to the committee the names of other gentlemen who might be thought useful members.

Encouraging results.

In the main the same conditions attach to grants made to these 28 rural districts that have been laid down for the urban districts.

The results of the devotion of the fund under the Local Taxation (Custom and Excise) Act to technical instruction purposes have been of the most gratifying character, as will be seen from the great increase in the number of students which has taken place since the technical instruction committee commenced its work.

Increase in number of students.

During the three years antecedent to the administration of the fund, the number of students was as follows:—

1888–89	4,904
1889–90	5,854
1890–91	6,404

The following year, when the technical instruction fund was available, the number of students increased in—

1891–92 to	45,709
and in 1892–93 to	54,000

Increase of numbers for examination.

Another indication of the effective work that has been done is afforded by the number of entries for examination by the union of the Lancashire and Cheshire institutes, which has increased from 1,105 in 1891 to 1892, to 10,031 in 1894. The same satisfactory development will be seen when

the statistics connected with the scholarships and exhibitions of the county council are dealt with.

Concentration of committee and classes.

Amongst the results of the administration of the fund in aid of technical instruction by the county council have been the substitution in many localities of one large committee for several smaller ones that previously existed, and the concentration of work in one or more effective institutions or classes, instead of that division amongst a larger number, some of which were not of the most efficient character. Another effect of the county work has been that in a few cases where large private employers have instituted classes, as, for example, the case of Messrs. Howard and Bullough of Accrington (who have carried on science and technical classes for the past 10 years for the benefit of the apprentices and workmen in their employ), they have been permitted to participate in the grants from the county funds, on the condition that the classes should be open to all the inhabitants of the district, whether employed by the firm or not. The classes at Accrington, and the classes that have been instituted in horology at Prescot, present this feature, that the apprentices employed by the firm at Accrington, and by the Lancashire Watch Factory at Prescot, are compelled to attend the instruction for a certain number of hours per week. Under the former firm the attendance has to be continued until the apprentice or workman arrives at the age of 21 years. The effect of the opening of their classes to the public has been to increase the number of students from 255, at which it stood the year previous to the grant in aid being given in 1890 to 1891, to 546 in 1891–92, when the first grant was received, and this increase has not arisen by drawing students from other technical classes, because those classes have been also largely augmented in numbers. The co-operative societies of Lancashire have been in the habit of devoting a per-centage of their profits for educational purposes, and they have, in many cases now handed over their classes to the local authorities, whilst continuing contributions from their funds, and they have always cheerfully rendered any assistance in their power to aid technical instruction in their respective districts.

Private classes opened to the public.

Compulsory attendance.

Effect on numbers.

Action of co-operative societies.

Scholarships.

A special branch of the committee's operations was the establishment of scholarships, and a considerable portion of the fund which was not allocated to the various divisions was reserved for that purpose. The first scholarships that were offered in July 1891, for the year 1891–92, were 20 of 60*l.* each, tenable for a term not exceeding three years at the discretion of the technical instruction committee. Eight were for proficiency in science, two for proficiency in art, four for proficiency in commercial subjects, six for proficiency in agriculture (including horticulture), and the scholarships were tenable at any suitable college or institution approved by the county council, whether in the county or out of it, or even out of the country.

Places where tenable.

Exhibitions.

1,200*l.* was also set apart the same year for providing 80 exhibitions of 50*l.* each, tenable at evening classes at some approved technical, commercial, or intermediate college, or school. Thirty-two of these were for proficiency in science, eight in art, 16 in commercial subjects, 24 in agriculture, including horticulture. The scholarships and exhibitions were open to students of both sexes who were resident in the county. The examinations were held in convenient centres throughout the various parts of the county.

Number of candidates.

Forty candidates—12 at Liverpool and 28 at Manchester—sat for the eight science and four commercial scholarships, and the whole of these scholarships were awarded.

For the two art scholarships 15 candidates sat, of whom three were girl students. Both these scholarships were awarded.

For the 32 exhibitions in science 132 candidates presented themselves, but their qualifications were so inferior that only six exhibitions were awarded. For the 16 commercial exhibitions 81 candidates entered, and 15 of the 16 exhibitions were awarded. For the eight exhibitions in art there were 36 candidates, and the whole of the eight exhibitions were awarded. For the 24 agricultura

and horticultural scholarships there was not a sufficient number of qualified candidates, and no examination took place and no award was made.

Scholarships and exhibitions continued.

The same number of science and commercial scholarships were offered in the previous year (1892–93), but two additional art scholarships, or four in all, were offered. Forty candidates again sat for the science and commercial scholarships, and the whole of the 12 were awarded. For the four art scholarships 31 candidates appeared. The whole of these four scholarships were awarded. Satisfactory reports having been received of the holders of scholarships awarded during the previous year, they were renewed for a second year.

Successful exhibitioners.

The committee had the gratification of finding that two out of the successful candidates for commercial scholarships had held commercial exhibitions given by the Lancashire County Council for evening classes the previous year.

Appreciation outside the county area.

Some instances have come before the committee of parents who lived in county boroughs, where no such scholarships were available, removing into the administrative county to obtain a residential qualincation in order that their sons might be eligible to compete.

The exhibitions offered for 1891–92 were increased in number but diminished in value, 50 science exhibitions, 25 art exhibitions, and 25 commercial exhibitions of 10*l.* each being offered. 78 candidates competed for the 75 science exhibitions, 77 for the 25 commercial exhibitions, and 70 for the 25 art exhibitions. The quality of the candidates was a distinct advance upon that of the previous years, and the examiners were able to award 35 of the 50 exhibitions offered in science, the whole of the 25 commercial exhibitions, and the whole of the 25 art exhibitions; but two candidates were disqualified, so that only 23 were actually given.

Addition to scholarships offered.

For the year 1893–94 the number of science scholarships was increased from eight to 14, four being given in art and six in commercial subjects as before, of the value of 60*l.* per annum, tenable for three years, at the discretion of the committee as before.

Limitation to local industries.

A new principle was introduced this year by allocating the scholarships to special industries of the county, two being reserved for engineering candidates, two for candidates in commercial industry, two for candidates in some branch of the textile industries, one for candidates engaged in plumbing, or some industry connected with sanitary science, one for candidates connected with some branch of the electrical industry, two for candidates engaged in mining, and two for candidates engaged in other industries not connected in the above group.

For the 14 science scholarships 27 candidates sat, and the whole of the scholarships were awarded, the candidates being of a very high class. For the commercial scholarships 15 candidates appeared, and the whole of the six scholarships were awarded. For the four art scholarships 24 candidates appeared and the scholarships were all awarded.

The exhibitions offered for 1893–94 were 100 in science, 25 in commercial subjects, 25 in art, and these were distributed amongst the various industries in the county, in the same manner as the science scholarships, 15 being given for engineering, 15 for commercial industry, 30 for textile industries, 10 for plumbing, or some industry connected with sanitary science, 10 for electric industry, 10 for mining, and 10 for candidates not connected with any of the other industries named. For the 100 exhibitions science, 44 candidates only sat, and 23 exhibitions were awarded. For the 25 commercial exhibitions, 47 candidates appeared, and the whole 25 were awarded. For the 25 exhibitions in art, 38 candidates appeared, and the whole 25 were awarded. Again the satisfaction was afforded of finding that many of the exhibitioners of the previous years were successful in obtaining the scholarships of the current year.

Number of candidates increasing.

For the 1894–95 examinations, the same number of scholarships have been offered as before, but two are specially offered for proficiency in

music. A similar restriction as to special industries was made as in the previous year. A very large increase has taken place in the number of candidates, 47 having offered themselves for 12 science, 26 for the four art scholarships, and 34 for the two music scholarships. The exhibitions offered were the same as for the previous year, but instead of 100, 50 only were allotted to science, as in previous years, and 10 were allotted for the first time for music, whilst 40 were restricted to junior exhibitions for proficiency in science and commercial subjects. These junior exhibitions were limited to candidates who must be not less than 14 nor more than 15 years of age, the object being to enable young people to continue their education immediately on leaving school. Scholarships have not been offered to candidates in elementary schools, because the desire of the committee has been to give technical instruction to persons already at work.

Agricultural scholarships and exhibitions.

In agricultural subjects for the year 1891–92 sufficient candidates did not offer themselves, and no examination was held. For 1892–93 18 scholarships of the value of 20*l.* per annum each, tenable for a term not exceeding three years, and 23 exhibitions of the value of 15*l.* each, 25 candidates presented themselves, and five scholarships and three exhibitions were awarded.

For 1893–94 20 scholarships were offered of 20*l.* per annum for a term of three years, and 25 exhibitions of 10*l.* Twelve candidates sat, five of the scholarships were awarded and seven of the exhibitions.

For the current year, 1894–95, the examinations for which are now being held, and are not yet completed, three scholarships of 60*l.* a year in agriculture and horticulture, and seven junior agricultural scholarships of 30*l.* per annum in agriculture and horticulture, are offered. Twenty-one candidates have presented themselves for examination for the scholarships.

Twenty-eight exhibitions for agriculture and horticulture are also being offered for the current year, and 21 candidates have entered for the examination.

Amount awarded for scholarships and exhibitions.

The total amount awarded for scholarships and exhibitions each year has been as follows:—

——	Offered.	Awarded.
	£	£
1891–92 - - -	3,600	2,520
1892–93 - - -	4,320	3,540
1893–94 - - -	5,520	4,620

And for the current year 1894–95 sums have been voted by the council for—

	£
General scholarships and exhibitions - - -	5,820
Agricultural and horticultural exhibitions - -	1,450
1894–95 - - - - -	7,270

Until the examinations are completed and the awards of the examiners known, it is impossible to say whether the whole of this money will be expended. But there is little doubt that most, if not all, will be required, as it has been already stated that double the number of candidates have presented themselves for examination.

The following number of scholarships and exhibitions are at present in the following institutions held:— Where now held.

	Amount.
32 at Owen's College, Manchester	-
7 at University College, Liverpool	-
1 at Oxford	-
1 at Cambridge	-
1 at the Royal College of Science, London	-
5 (art scholars) at the National Art Training School, South Kensington	-
1 do. at the Slade School at University College, London	-
6 do. at the Academie Julian, Paris	-
1 at Trinity College, Dublin	-
5 agricultural at Harris' Institute, Preston	-

And 81 exhibitions are held either at one or other of the county institutions in the above list, or at other institutions in the county that are nearer to the homes of the exhibitioners.

Some of the art scholars have requested and received the sanction of the committee to hold their scholarships at the Academie Julian, in Paris, and one of the science students has asked and received permission to transfer his scholarship for the next year from the Royal College of Science, in London, where he holds it at present, to the Polytechnique at Zurich. Foreign scholarships.

The art exhibitioners are holding their exhibitions at the art classes in Accrington, Warrington, Southport, Burnley, Lancaster, Horwich, and Manchester.

With the object of stimulating the study of technical subjects by teachers of public elementary schools, a sum of 4,000*l.* was set aside in 1891 for providing Saturday classes for teachers, and paying their travelling expenses to the centres where these classes were held. The actual number of students who took advantage of these classes was 521. The teachers were required to take two subjects, but were allowed to take not more. Saturday classes for elementary school teachers.

At the close of the course examinations were held, and 80 exhibitions were offered for competition. Nearly all of them were allotted, and the exhibitioners were allowed to take advantage of them during the period of their holidays, and to hold them either at Oxford, or Owen's College, Manchester, or at University College, Liverpool.

The next year different regulations were introduced requiring a certain number of attendances to be made and passes obtained in order to obtain the travelling expenses to the centre where the instruction was given. Otherwise exhibitions were allotted as before.

The classes were not continued in 1893–94, because it was discovered that the teachers in the rural district for whom they were principally intended, did not take advantage of them, whilst the teachers in the urban districts had the opportunity, if they desired, of studying in their own localities at evening classes. But though the classes were abandoned, the exhibitions continued to be offered, and the examinations of teachers for the past year competing for these exhibitions are now being held, but are not yet completed. Discontinuance of Saturday classes. Exhibitions still offered.

It is the desire of the committee that teachers at elementary schools should be led to qualify themselves for giving technical instruction, or, at least, to invest their teaching in ordinary subjects with a bias towards the study of those that come under the denomination of technical instruction

As the coal-mining and iron-ore industries are important occupations in the county, the committee desired to stimulate the establishment of mining classes, and, if possible, of central mining schools. In North Lancashire lectures and technical instruction have been given on metalliferous mining. Arrangements have been made with the county borough of Wigan by which their technical fund has been united with that of the Coal and iron-ore mining. Amalgamation of Wigan County Borough

Technical Fund with county council.

county, and the mining and technical school existing in that borough has been placed under the administration of a joint committee consisting of representatives of the county council, the county borough of Wigan, and the trustees of the school.

Special grants, sea fisheries.

Special grants have been voted for the purpose of technical instruction in sea fishery. Special grants have also been made to Owens College, Manchester, and University College, Liverpool, in aid of the higher technical instruction given in those institutions. A grant has also been made to the Union of Lancashire and Cheshire Institutes for the examinations which they conduct, and of which advantage is largely taken by the technical classes in the various parts of the county. The sums were formerly granted in fixed amounts, but this year the committee has decided to give the grants to the two colleges in the form of capitation grants for the number of students they instruct, and to the Union of Lancashire and Cheshire Institutes, in the form of a grant for each paper examined from students in county classes. Special grants are also given, under certain conditions, for University Extension lectures in the county in technical subjects.

University Colleges.

Union of Lancashire and Cheshire Institutes for examinations.

University Extension Lectures.

Horology and silk industry.

The committee decided that special technical instruction should be given in the two subjects of horology and the silk industry, both of which formerly flourished in the county.

Deputation to the Continent and their report.

A small deputation was appointed to investigate the technical instruction given in those two subjects and the subject of mining on the Continent. The report of that deputation has been presented to the Royal Commissioners.

Resulting meetings to promote horological and silk technical schools.

Following upon the recommendations in that report, meetings of the various authorities and parties interested in these two industries have been held in Liverpool and Manchester respectively, and committees have been appointed to consider whether the method of technical teaching employed on the Continent can be introduced into the county by the establishment of county schools, to ascertain if it is practicable to establish schools for special technical instruction in those subjects.

Agricultural work.

Lancashire, though not generally regarded as an agricultural county, has no less than 120,000 acres of agricultural land, a larger territory than the whole area of the county of Cheshire.

Migratory dairy schools.

The migratory dairy schools were the first or amongst the first established by any county council. They have been much appreciated and have become a very successful feature of the agricultural technical work, 330 having passed through the schools in the first year they were commenced.

Cheese-making schools.

Cheese-making schools and experimental plots for technical instruction purposes have been established. The number and the calibre of the candidates for the scholarships and exhibitions have not been equal to those competing for the industrial scholarships and exhibitions. To some extent, however, this was to be expected, because the educational advantages to the rural population are not so great as those in the urban parts of the county.

Difficulties of candidates for scholarships and exhibitions.

Farm for practical technical instruction on the land.

A farm of about 150 statute acres has been taken this year by the county council for the purposes of giving practical technical instruction on the land. Such inducements and facilities for study and residence at the farm are offered as will place the instruction within the reach of persons of very limited means.

There is little doubt that if the elementary education in the rural districts of the county were more effective, and if it were also supplemented by efficient secondary schools fairly accessible to the agricultural population, the intelligence of the people would be greatly developed, the interest taken in technical instruction in the rural districts would be much intensified, and the advantages of such instruction would be keenly sought.

Urgent need for a national system of secondary education.

The same remark applies as to the desirability of secondary schools, though not with the same force to the urban districts. The young people who come to the classes are frequently imperfectly educated, have left the elementary schools too soon, or have quickly forgotten much that they were there taught, and do not enter upon the study of technical instruction with the receptive power which a better elementary education would have enabled them to exercise. Frequently they are unable to derive any benefit from instruction in science and technical subjects, because of the defective preparation. They cannot perform the necessary elementary arithmetical operations, and they are unable to take notes, or follow the explanations of the teacher. This might be partly remedied by a more thorough teaching of elementary mathematics, chiefly arithmetic and geometry, in the elementary schools. But there is a distinct educational hiatus which can only be filled by the organisation of secondary schools.

The opinion expressed in the report of the Royal Commission on Technical Instruction in 1884, still holds good that "the best preparation "for technical study, is a good modern secondary school."

Difficulties in the way of secondary schools.

The difficulties in the way of organising a national system of secondary schools are, doubtless, very great.

Their convenient localisation.

It would be impossible to establish them in every electoral district of the county, or, even if it were possible, it is scarcely probable that a sufficient number of pupils could be found to maintain so many secondary schools.

As it can only be practical to have a limited number of such schools, the difficulty arises as to the locality in which they should be placed. They cannot be taken to the doors of the whole population, and provision will, therefore, have to be made in the same way to take the scholars to the school, and maintain them there.

The maintenance of the schools and the scholars.

Such provision to be available for the poor would have to cover the cases of scholars who can only return home at night, or at the end of the week, the cost of their board and other expenses, as well as of their teaching.

Continental schools and their income.

In the Continental technical schools visited by the deputation, many of them were maintained in the face of these difficulties. The moneys required for the maintenance of the schools for the board, as well as the tuition and maintenance of the scholars, was seldom provided by the parent, and had to be found from public sources.

Sources of income.

Four such sources were generally available:—

(*a.*) The State.

(*b.*) The province or canton.

(*c.*) The municipality or commune.

(*d.*) The chamber of commerce, or in the case of horology, the hall-marking syndicate, for the particular industry to which the instruction applied when the technical instruction was of a special character.

(e.) There is a fifth source of income that might be made available in this country, the educational and charitable endowments that exist so largely. Some of the charities and institutions have endowments that might almost be characterised as excessive, they are so large, and it is a question whether the equalisation of some of those endowments might not liberate portions of their funds that would be applied in aid of a general system of secondary education to the whole country.

Educational authority for secondary schools.

The county boroughs and the county council may be regarded as the two administrative authorities in technical educational matters. The district committees in the county area of Lancashire, instead of establishing feeble classes in their own sparsely populated districts, have in several cases elected to send their students to institutions in which effective technical teaching is given in county boroughs, and they have desired that the whole or a large part of the money allocated to them should be handed over to the county borough, or to the managers of the institution in the county borough which is attended by their students. The technical instruction committee of the county council objected to the money of the county being handed over to institutions over which the county council has no control. The committee has, however, consented as an expedient to allow local committees in such cases to pay a limited capitation grant of 10*s.* per head so as to cover the fees, but even this arrangement is one-sided taking from the council technical fund, and adding to the technical fund of the county boroughs. A reciprocal action by the county boroughs would be of little, if any service, because the county boroughs would not send students resident within their area to receive instruction in the administrative county, and, would therefore have no capitation grants to pay.

Difficulties of present arrangements between county councils and county boroughs.

County students in county borough schools.

Reciprocal competition grants not practicable.

Suggested way of meeting the difficulty.

The difficulty is one that can be best met by the character of the authority to which the administration of a county system of secondary education could be entrusted.

It is scarcely possible that school boards could be universally established, and it is questionable whether in many small portions of the county the right class of men could be found to conduct the educational requirements of their locality. On the other hand it is desirable that representatives from the various parts of the county should be interested in the question of secondary and technical education.

Unification of all the educational authorities of the county.

When a system of secondary education is organised, or even before such a system is established, a unification of the educational authorities of the county should be brought about. At present county boroughs are receiving funds from the county council both in technical schools and in university colleges, and it is probable that the best educational institutions will continue to be established in the most populous centres. It is also probable, therefore, that the county funds will have to be contributed to educational institutions in county boroughs. But if a unification of the educational authorities were adopted there would be joint representation in the management of all the educational agencies of the county. In other matters in which the county boroughs and the county council have a common interest this unification of authority has already taken place. The asylums board is a notable example. In Lancashire there are four county asylums, the inmates of which come from county boroughs as well as from the administrative county. The cost of these asylums is maintained in fixed proportions by each of these authorities, representatives from each of which constitute the asylums board and the sub-committees of that board.

Joint representative committee.

Such joint committees already existing.

The Wigan county borough has merged its whole technical funds in those of the county, and the Wigan School is now managed by a joint representative committee.

The principle of a joint board is applied in the management of the Sea Fisheries and the Rivers Pollution Joint Committee. The principle is

therefore not new. It affords the most effective method of conducting the educational work of the county, and supplies a way of removing the differences and rivalry that otherwise might exist.

Private adventure secondary schools.

The difficulty of establishing a national system of secondary education is not lessened by the existence of a large number of private adventure schools. Some of these possess special features which could not form a part of schools maintained entirely by public funds. In many of them effective secondary education is at present given, by well qualified teachers. In the towns they are able to exist notwithstanding the competition of the higher grade schools. But in the country districts the competition with national secondary schools would be more severe. These facts will have to be recognised.